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ABSTRACT

THE FOUR PAPERS IN THIS REPORT PRESENT AN EXAMINATION OF SEVERAL ASPECTS OF AMERICAN STUDIES, A HUMANITIES-ORIENTED, INTERDISCIPLINARY (HISTORY AND LITERATURE) COURSE FOR 11TH GRADE STUDENTS AT UNIVERSITY CITY (MISSOURI) SENIOR HIGH SCHOOL. "PHILOSOPHY OF THE UNIVERSITY CITY SCHOOL DISTRICT. . . IMPLICATIONS FOR THE DEVELOPMENT OF THE AMERICAN STUDIES PROGRAM" EXAMINES THE CLIMATE WITHIN THE DISTRICT WHICH FOSTERS STAFF DEVELOPMENT OF CURRICULUM. "THE ROLE OF EDUCATIONAL RESEARCH IN THE DEMONSTRATION SCHOOL PROJECT" DISCUSSES THE ENCOURAGEMENT, DEVELOPMENT, RESEARCH AND DISSEMINATION OF INNOVATIVE PRACTICES, E.G., THE DEVELOPMENT OF BEHAVIORAL OBJECTIVES THROUGH INTERACTION OF THE RESEARCH TEAM AND THE 12-MEMBER TEACHING TEAM. "STUDENT BEHAVIORAL EXPECTATIONS AND ACTIVITIES AS PERCEIVED BY TEACHERS AND STUDENTS" PRESENTS RESEARCH FINDINGS PERTAINING TO AMERICAN STUDIES (A STUDENT-CENTERED, PROCESS-ORIENTED PROGRAM) AS COMPARED TO CONVENTIONAL PROGRAMS (SEE SP 003 559). "PROGRAM IMPLEMENTATION AND TEACHING STRATEGIES" DESCRIBES THE INSTRUCTIONAL CLIMATE, CLASSROOM TECHNIQUES, AND CONTINUING PROGRAM DEVELOPMENT BY THE AMERICAN STUDIES TEACHING TEAMS. INCLUDED WITH THE PAPERS ARE THE 25 BEHAVIORAL OBJECTIVES (IN FIVE SKILL AREAS) FOR THE TWO-SEMESTER COURSE; THE EIGHT-UNIT COURSE OUTLINE WITH SUBJECTS, READING, FILMS, AND COMPOSITION ASSIGNMENTS FOR EACH WEEK; AND THE HISTORY-LITERATURE CONCEPT OUTLINES FOR UNITS 1, 3, AND 4. (JS)

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Special Report

November 1969

Demonstration School Project
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University City School District
Ronald M. Compton, Director

INQUIRY INTO INNOVATIONS SERIES

Report Edited By:

Alvin P. Sokol

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A SCHOOL-DEVELOPED PROGRAM: AMERICAN STUDIES

A symposium presented at the National Council
for the Social Studies, 49th Annual Meeting,
Houston, Texas, November, 1969

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FOREWORD

The papers in this report present an examination of several aspects of American Studies, a humanities-oriented program for eleventh grade students at University City (Mo.) Senior High School. American Studies was organized and planned to achieve student-centered learning goals based on a process-oriented philosophy of instruction. The program was generated by teachers with support from school district administration.

The several aspects surrounding this program which will be brought out in these papers include: (1) the climate within the district which fosters staff development of curriculum; (2) the role of the Special Projects staff in the encouragement, development, research and dissemination of innovative practices; (3) research findings pertaining to American Studies; and (4) the instructional climate, teaching strategies, and the continuing program development by the American Studies teachers.

The support and cooperation for this and other endeavors by the following are acknowledged: Dr. Martin B. Garrison, Superintendent of University City Schools; Dr. E. E. Watson, Assistant Superintendent; Mrs. Glenys Unruh, Assistant to the Superintendent for Curriculum and Instruction; Dr. Mark Boyer, Principal of University City Senior High School; and Mr. Ronald Compton, Director of Special Projects. Their concern for the undertakings of the Special Projects staff and the continued improvement of education for all students has greatly enhanced our efforts.

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Philosophy of the University City School District; Philosophical Implications for the Development of the American Studies Program

presented by

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Statements of philosophy written by school districts are frequently like Christianity - they have not been tried and found wanting, they have been difficult and not tried. They tend to be expressions of an ideal agreed on by administrators well versed in pedaguese, not relating to life styles of teachers. Perhaps the most telling test of a school's philosophy is an examination of its curricula and modes of instruction. In this sense we are putting a part of ourselves on the examination table, to let you see to what extent we are putting our money where our mind is.

The purpose of the schools, as stated by a writing team of teachers and other professional staff members is "primarily to serve the youth of this community and the society in which they live through aiding them to become responsible, perceiving, self-directing individuals who are capable of making decisions and value judgments." That is hardly a statement with which anyone would want to quarrel. It does, though, have important implications for the behavior of school people. It is clear, for example, that if students are to become self-directing, they must get experience in decision-making about their learning. This has important implications for the curriculum and the role of the teacher. University City's statement of philosophy attempts to deal with all *aspects* of the problem. We start from certain assumptions about students:

> Each youth has capacities for learning which are not fixed; these capacities vary from individual to individual; thus the

inner nature of each student has some characteristics in common with others and some which are unique. School programs and teaching methods must be organized to allow for different developmental patterns.

Each student is entitled to meet with a feeling of some success and accomplishment in his daily experiences. Multiple personalities may enhance the probability of this occurring for most children.

Youth needs increasing opportunities to be self-directing. The organization must provide for student choice, independent study, and less teacher direction.

Youth needs to develop an attitude of respect for others and accept the responsibility involved in freedom, i.e., to know and understand the democratic process.

Teaching must be consistent with what is known about human growth and development and how learning takes place. Emphasis should be placed not so much on *what* pupils should learn but *how* they should learn. Concern should be not only with responses, but also with the processes that lead to the responses.

Given these assumptions about the individual learner, we proceed to agreed precepts about the nature of learning:

Unless the learner desires to learn, learning is not likely to occur. The student must become involved in the curriculum to gain from it. Interest, motivation, and readiness are among the factors that influence learning. Motivation is both intrinsic

and extrinsic. Forces inside a student can move him toward a goal or away from it.

Learning takes place when the experiences are meaningful in terms of the goals of the learner. Learning is usually related to the purposes of the learner rather than to purposes of the teacher.

Multi-sensory experiences provide a more efficient learning situation. Learning takes place through direct and vicarious experiences and a combination of both.

Behaviors which are reinforced are more likely to recur. The type of reinforcement which has the greatest value is the kind one gives oneself--the sense of satisfaction in achieving goals.

Self-confidence, level of aspiration, and sense of worth on the part of the learner are directly related to experiences of criticism, failure, and discouragement. Frustration leads to behavior which ceases to be purposeful, integrated, and rational. Overly strict discipline discourages initiative and creativity in children.

As a child views himself, so he will learn. A positive self image is an important condition for learning.

The learning environment must include security and trust, the kind of security and trust that will increase the courage to try.

With the above assumptions about the nature of students and the nature of learning, we make conclusions about the most effective *means* to achieve the general goal we have stated:

Persons (students, teachers, and parents) affected by a decision should have a part in making the decision.

The teachers should be free to do a professional job. Teachers must be able to assume some of the decision making typically relegated to the schedule or to the administration. Time must be provided for planning, thinking, curriculum development, and an interchange of ideas. Clerical duties must be relegated to non-certificated employees.

In the evolution of program and organization the basic importance of the relationship of teacher and pupil and the learning process must be given first priority.

The tradition of the past and the data of the present are the input factors in the creation of an improved program.

Recognition should be given to the relationship of new programs to increased cost.

The American Studies program at the Senior High School was begun in 1964 when a team of teachers wrote the basic outline for the course. (We also believe that teachers should gain some experience in decision-making.) It was conceived of as an interdisciplinary (history-literature) course with a humanities emphasis. At this point we plunge fearlessly ahead with some demonstration and explanation of the operation of the American Studies program. Your task is to determine if we are indeed making substantial moves in the direction of realizing the goals of our philosophy.

The Role of Educational Research in the Demonstration School Project

presented by

Alvin P. Sokol, Research Coordinator
Demonstration School Project

As was stated in the previous paper, this District is committed to seeking solutions to the difficulties facing education today through introducing innovative programs and procedures into the system. The nature of these innovations support the philosophy and objectives of the District. This philosophy stresses an open-ended, inquiry-centered style of instruction for the teachers and a process-centered style of learning for the students, within a supportive instructional climate. The purpose of this paper is to present those beliefs and concerns which have guided research into these innovations within the District as a whole and the Demonstration School Project office in particular.

The University City Senior High School is one of the original network of 36 schools across the nation designated educational leaders by a private foundation in cooperation with the U.S. Office of Education. The Demonstration School Project is supported with funds from Title III of the Elementary and Secondary Education Act (P.L. 89-10). The schools involved share ideas and research on innovative projects; those which propose creative solutions to educational problems or present "model" programs which can be viewed by the rest of the educational community with an eye toward adoption or incorporation. The Demonstration School Project has responsibility for the facilitation of, research into, and evaluation of a variety of innovative programs, as well as support for selected programs. The Project also has responsibility to disseminate information concerning our programs and our research findings regarding them. Hence, activities such as this symposium today.

Within those two frameworks, which are certainly not mutually exclusive, the two-member research component of the project carry out their investigations. Their working relationship reflects the change apparent in the field of educational research; a blend of public school and university level personnel is evident. This sort of working relationship has been called for by leaders in the research field.

Until recently, most educational research was confined primarily to the university laboratory. The level of research carried on generally focused upon development and testing within theoretical frameworks. Within this context it has been meaningful. However, a considerable amount of time usually passed, and many studies had to be completed before meaningful applications were found for the elementary and secondary classroom. That this should have been so seems to be a function of both the nature of scientific investigation and verification based on the physical science model and the rather slow rate of change on the part of the schools which had prevailed up to that point in time.

Innovativeness in education has been stimulated by a combination of events, restructured priorities, and increased Federal and private foundation interest. The acceleration of innovation in forward-looking school districts has created a new immediacy for feedback of cogent information concerning changes made in the school program. This necessity has caused many educators to cast a critical eye toward the field of research and testing. Goodlad[1] points out that current practices are designed to judge individual performance, but information concerning what our educational *system* is accomplishing are lacking.

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[1] Goodlad, John I., "Assessment of Educational Performance," Contemporary Issues of American Education, Bulletin 3, Washington, D.C.: United States Department of Health, Education, and Welfare, 1965, pp. 33-41.

Strake[2] echoes these sentiments and identifies two of the central issues as (1) the identification of school and district objectives as a base from which to derive teaching and testing strategies, and (2) the development of behavioral objectives of varying degrees of specificity. Guba[3] states, "The traditional methods of evaluation have failed educators in their attempts to assess the impact of innovations in operating systems." From many quarters the call has gone out for, "Innovative research for innovative programs."

Aware of some of these issues and concerns, the researchers for the Demonstration School Project have undertaken a number of investigations which center upon the school district's existing "Statement of Philosophy and Objectives"[4] as it is reflected in the rationale and operation of new programs. As was stated, this set of guiding philosophy and beliefs stresses the active involvement of the learner in the process of education. Programs have been viewed in relation to these goal statements. The variety and special features of the programs have necessitated the utilization of several avenues of approach to the problem under consideration. Each separate investigation has been designed to fulfill a specific need, dependent upon the research question which had been posed.

The role which the Demonstration research team has played thus far has been a support staff to provide feedback concerning innovative programs. Toward this end, teacher expectations and student behavior have been examined; behavioral objectives have been clarified; conceptual definitions have been operationalized; and pertinent questions concerning the process of innovations and their effects on the learning process have been analyzed.

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[2]Strake, Robert E., "Testing in the Evaluation of Curriculum Development," Review of Educational Research, 38, (Fall, 1968), pp. 77-84.

[3]Guba, Egon G., "The Failure of Educational Evaluation," Educational Technology, (May, 1969), pp. 29-38.

[4]Statement of Philosophy and Objectives, University City (Mo.) Public Schools, 1965.

Observation on the part of the researchers indicated that the direction of the social studies curriculum in this district has been toward a process-oriented position. This position emphasizes the development of critical thinking skills, in student-centered learning situations, for the purpose of using reliable knowledge to formulate valid generalizations. The American Studies Program seemed to offer an appropriate setting for the testing of that part of the University City School District's philosophy which states,

> "Learning takes place when the experiences are meaningful in terms of the goals of the learner. Whatever a student does is done in terms of his private view of what he ought to do, given the situation as he sees it. It involves what he thinks he is doing, what he thinks is involved in the task, and the previous experiences with the task. Learning is usually related to the purposes of the learner rather than to purposes of the teacher."[5]

The juxtaposition of the statement concerning learning theory and the American Studies program seemed to have implications for the theoretical orientations of role theory[6] and communication[7] as well as the general area of innovations in education. As is often the case with research on innovative programs, the investigators had a meaningful problem but had no measurement instrument available with which to investigate it. However, the consultant to the Project knew of a colleague at the university who had developed a measurement instrument, which was appropriate to this problem. A working arrangement was developed which led to the joining together of the public

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[5] *Ibid.*

[6] Getzels, Jacob W., and Thelen, Herbert A., "The Classroom as a Unique Social System," in The Dynamics of Instructional Groups, Nelson B. Henry (ed.), Fifty-ninth Yearbook of the N.S.S.E., part 2, University of Chicago Press, Chicago, 1960, pp. 53-82.

[7] Broom, Leonard, and Selznick, Phillip. Sociology. Row, Peterson and Company, Evanston, Illinois, 1955.

school and university level personnel in this particular research investigation. This is a specific example of the current change in educational research alluded to above. This symposium will draw heavily from the many research findings[8] which emerged from the investigation.

Another series of investigations[9] undertaken by the Project's research team centered around the Outdoor Natural Science Laboratory Project, another Title III-supported program. This project was conceived as a means of meeting the need for suburban children to have direct study and learning experiences in ecological education through a program of field trips. This program seemed to present dimensions which were relevant to issues concerning portions of two others of the District's Statement of Beliefs:

> "Teaching must be consistent with...how learning takes place. Emphasis should be placed on...how they should learn. Concern should be not only with responses, but also with the processes that lead to responses."[10]

and

> "Multi-sensory experiences provide a more efficient learning situation. Learning takes place through direct and vicarious experiences and a combination of both."[11]

In order to investigate the opinions of the teaching staff toward the field trip offerings of the Program, an opinionnaire was designed which provided

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[8]Sokol, Alvin P. and Marshall, Jon C., Inquiry Into Innovations, Research Report I, Demonstration School Project, University City (Mo.) Public Schools, 1968, and Watson, Elizabeth P., Inventoried Perceptions of Expectations for Students in Three Different Social Studies Programs. Unpublished doctoral dissertation, Indiana University, 1969.

[9]Sokol, Alvin P. and Marshall, Jon C., Outdoor Natural Science Laboratory Project, Research Report II, Inquiry Into Innovations Series, Demonstration School Project, University City (Mo.) Public Schools, September, 1969.

[10]Statement of Philosophy and Objectives. *op. cit.*

[11]*Ibid.*

criterion data concerning the teachers' opinions toward educational field trips in general and the Outdoor Lab's field trip program in particular. The data provide a basis for inferences regarding the manner in which new programs are adopted, as well as specific information concerning the operation and impact of the Program.

The two-stage series of investigations[12] which the researchers title The Independent Student, describe two student populations; those who were designated by their teachers to be "...responsible, perceiving, self-directing individuals who are capable of making decisions and value judgments,"[13] and those who were designated by the same teachers as lacking these qualities. In one phase, unobtrusive research into the populations was performed, based upon available school records. In the second phase, three standardized test instruments were administered to the students in order to gather data directly concerning their personal problems, personality characteristics, and value orientations.

The characteristics of the "independent student" group represent one of the aims of both theorists and practitioners in education. However, neither the educational nor the behavioral characteristics of such students, as they exist in a genuine school setting, had been defined in an operational sense. This series of studies was undertaken in an attempt to clarify the construct of the "independent student." A conceptual definition seemed to exist, but an operational definition was lacking. By examining the attributes of those students who possessed or lacked those attributes which caused teachers to be able to identify them as belonging to one group or the other, one of the contributions research can make to educators was demonstrated.

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[12]Sokol, Alvin P. and Marshall, Jon C. The Independent Student, Research Report III, Demonstration School Project, University City (Mo.) Public Schools, October, 1969.

[13]Statement of Philosophy and Objectives. *op. cit.*

The examples of studies which have been cited are illustrative of several characteristics of the research carried out within the Demonstration School Project. These characteristics have implications for issues, beliefs, and concerns of educational research within the purview of the Project and within the entire field.

Among these characteristics and their implications are:

1. Research which is designed to gather specific information for pragmatic purposes within a school setting may also have wider theoretical implications.

2. The research talents of university level personnel may be combined with that of public school personnel in order to generate data which is immediately usable to those engaged in teaching.

3. When applying research to new programs, a standardized measurement instrument does not exist, in most cases. The investigator must be prepared to develop and use an instrument designed for a specific study.

4. The examples presented certainly indicate the *ex post facto* nature of the investigations. As it applies to our work thus far, we consider this term to be descriptive, rather than pejorative. In our view, the entire range of possibilities for the utilization of research within an ongoing school system have not yet been realized. Research, by definition, implies "feedback". This does not imply, and indeed it should not, that feedback is supplied at the termination of a program. As the field of school research becomes more firmly established, we hope to be able to demonstrate the function research can perform for decision-makers, curriculum builders, and other staff members prior to and during the experimental stages of a program, as well as at its conclusion.

Examples of the services to staff members are: help in the preparation of criterion-referenced tests rather than the conventionally used norm-referenced tests;[14] the collection of data relevant to the decisions an administrator needs to make; and help to staff members in the development of behavioral objectives of varying degrees of specificity.

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[14] Cox, Richard C., and Sterrett, Barbara G., The Application of a Model for Deriving More Meaning From Standardized Test Results, paper presented at the annual meeting of the N.C.M.E., Chicago, Illinois, February 10, 1968.

The set of behavioral objectives for the American Studies Program developed through interaction between the research team and the Program's 12-member teaching team during Spring semester, 1968. The process began with the goals identified by the teachers. The research team then reviewed written materials describing the purposes, goals, and materials for the Program and for social studies programs in general, and translated the information into behavioral statements. This procedure resulted in 57 written behavioral statements which were submitted to the American Studies teachers for critical evaluation. They were subdivided into the following six areas: (1) Skills in logical thinking, (2) Skills in developing hypotheses and generalizations, (3) Skills in applying logical thinking, hypotheses, and generalizations, (4) Skills in the comprehension and recall of information, (5) Skills in composition, and (6) Skills in literature. The statements were behavioral criteria for possible expected student learnings. They did not deal directly with content or activities. Rather, they were concerned with learning processes. These objectives consisted of statements such as, "Can list the assumptions made in selected material," "Can identify in writing (or selecting) the interrelationships among ideas," and "Can recall selected facts in American history." These statements generally focused on the process of learning rather than the content to be learned.

The American Studies teachers critically evaluated the preliminary draft of objectives. Their major objection to the prepared statements was the researchers' choice of the six general categories. They objected to the isolating of skills in composition and literature as separate learning categories. The American Studies teachers indicated that American literature is not legitmately separable from American history; the objectives for English and literature should not be artifically separated from those objectives for

American history; and that the skills in composition and literature were for the most part included under the other four areas.

The evaluations also included detailed editorial comments on all the entries and suggested deletions and additions.

The suggested comments were utilized in the preparation of the second draft of the behavioral objectives. The second draft consisted of 25 statements classified according to the following four categories: (1) Skills in logical thinking, (2) Skills in developing and analyzing hypotheses and generalizations, (3) Skills in applying logical thinking, hypotheses, and generalizations, and (4) Skills in the comprehension and recall of information. The accompanying list of Objectives is the result of this procedure.

It can be noted that the statements presented do not limit or specify content. They do, however, stipulate the skills with which students are expected to handle selected content and, in some instances, the means by which he should be able to demonstrate his competence to deal with content. It is interesting, and logical, that the English composition and literature skills have been integrated with the social studies skills to the extent that it would be very difficult to separate the American Studies goals along conventional American history and English academic lines.

It is to be noted that only 3 out of 25 or 12% of the statements fall into the last category--"Skills in the comprehension and recall of information." This aspect is not slighted in the Program. Rather, it is indicative of the emphasis placed upon the skills in logic and analysis applied to information.

This paper has highlighted the beliefs and concerns which have actuated the research team of the Demonstration School Project in the performance of its investigations. Specific studies were cited which pointed out issues

relating to these concerns. Generally speaking, the interaction of our beliefs with our experience in conducting on-site investigations in the schools leads to the following statements.

1. The ongoing public schools provide a realm of investigation which should draw the attention of both public school and university level researchers.

2. Often a value judgment must be made by the researcher between hewing to the strict requirements for investigation and verification demanded by the philosophy of scientific inquiry and the opportunity to explore current problems, information on which can be utilized by educational decision makers.

3. The services which the field of educational research may provide are numerous. A dialogue between researchers and others in the educational community could lead to clarification of misconceptions and would aid in the definition of the role of educational research in a school setting.

Behavioral Objectives for the American Studies Program

SKILL AREAS	OBJECTIVES

I. SKILLS IN LOGICAL THINKING

a. Can identify the purpose of a statement, argument, document, or literary work

b. Can identify the point of view of a statement, argument, document, or literary work

c. Can identify the main idea of a statement, argument, document, or literary work

d. Can reconstruct goals, attitudes, or policies which were associated with a given action

e. Can list the assumptions made in selected materials

f. Can identify logical inconsistencies, ambiguities, or fallacies in statements under consideration

g. Can generalize to a principle from a set of factual information

h. Can translate a principle into a concrete example

i. Can explain the similarities and differences among issues, policies, and events within the context of selected recurring themes in American Studies

II. SKILLS IN DEVELOPING AND ANALYZING HYPOTHESES AND GENERALIZATIONS

a. Can identify the problems and their subproblems when confronted with statements of issues, policies or historical events

b. Can list (or select) tentative statements offering explanations for or solutions to selected problems, issues, policies or events

c. Can support or reject arguments, explanations, and proposed solutions with statements of facts, records, historical personalities and the like

d. Can differentiate between relevant and irrelevant information used in the support of arguments, explanations, and proposed solutions

SKILL AREAS	OBJECTIVES

e. Can write (or select) logical implications of given problems, issues, policies or events

f. Can logically accept, modify or reject a hypothesis on the basis of given information

g. Is willing and able to use a variety of sources in seeking information

III. SKILLS IN APPLYING LOGICAL THINKING, HYPOTHESES, AND GENERALIZATIONS

a. Can recognize and state one's own beliefs, opinions and values

b. Can differentiate between objective evidence and personal bias when preparing explanations for or solutions to problems, issues, policies or events

c. Can recognize bias in a given selection of information

d. Can prepare explanations for or solutions to problems, issues, policies or events in a reasonable period of time

e. Can demonstrate the willingness and ability to use a variety of types of evidence to support or reject explanations for or solutions to problems, issues, policies or events

f. Can analyze and evaluate the foundations of American political, social, and economic institutions

IV. SKILLS IN THE COMPREHENSION AND RECALL OF INFORMATION

a. Can recall selected names, facts and ideas in American Studies

b. Can define selected terms and literary devices in American Studies

c. Can present the point of view of selected persons in American history

Student Behavioral Expectations and Activities as Perceived by Teachers and Students

presented by

Elizabeth P. Watson

Assistant Professor of Education
University of Missouri-St. Louis

The research reported in this paper was conducted as part of a Demonstration School Project, Title III of ESEA, awarded to University City Senior High School. The original research is reported in its entirety in the following: Elizabeth P. Watson, Inventoried Perceptions of Expectations for Students in Three Different Social Studies Programs. Unpublished doctoral dissertation, Indiana University, 1969; Alvin P. Sokol and Jon C. Marshall, Inquiry Into Innovations, Research Report I, Demonstration School Project, University City (Mo.) Public Schools, 1969; Alvin P. Sokol and Jon C. Marshall, "The Congruence of Teacher Expectations," Inquiry Into Innovations Series, Research Report IV, Demonstration School Project, University City (Mo.), 1969. Copies of these reports and others in the Inquiry Into Innovations Series are available through Instructional Services Office, Room 200, Luther T. Ward Building, University City School District, 725 Kingsland Avenue, University City, Missouri 63130.

The preceding papers explain how the American Studies program was planned and organized to achieve student centered learning goals based on a process oriented philosophy. The school's statement of this philosophy and the attendant goals have been presented.

In order to direct learning toward these objectives, organizational changes which appeared to be more consistent with the goals were instituted.

Role theory[1] would imply that at least three variables must be considered for goal attainment in the classroom: (1) the means for achieving these goals

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[1]Getzels, Jacob W., and Thelen, Herbert A. "The Classroom as a Unique Social System." In The Dynamics of Instructional Groups, edited by Nelson B. Henry, Fifty-ninth Yearbook of the National Society for the Study of Education, pt. 2, University of Chicago Press, Chicago, 1960, pp. 53-82.

which are employed by the teachers, (2) the student's perception of the goals to be attained, and (3) the student's acceptance or rejection of the goals to be attained.

Since the success of achieving such goals is logically and psychologically dependent on adequate communication of the goals to the student and his acceptance of them,[2] any curricular research on innovative procedures might logically begin with the assessment of the student's perception and acceptance of the goals. The questions generally researched in curriculum studies might be premature ones in that first the research should determine whether or not students in innovative programs perceive themselves doing things and working toward goals which are different from students in conventional programs.

Teachers may or may not consciously attempt to identify goals of instruction. But even teachers who never consciously identify goals do communicate to their students expectations for the student role in their classroom. The actual outcome of instruction will be influenced by the expectations of the teacher as perceived by the learner.[3]

It seems to follow, then, that in addition to the concern about the identification of desirable goals for teaching in innovative programs, there should also be concern about the communication of role expectations which are *consistent*

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[2] *Ibid.*

Broom, Leonard, and Selznick, Philip. Sociology. Row, Peterson and Company, Evanston, Illinois, 1955, pp. 98-99.

Snygg, Donald. "A Cognitive Field Theory of Learning." In Learning and Mental Health in the Schools. Edited by Walter B. Waetjen and Robert R. Leeper, Yearbook of the Association for Supervision and Curriculum Development, NEA, Washington, D.C., 1966, pp. 77-96.

[3] Charters, W. W., Jr. "The Social Background of Teaching." In Handbook of Research on Teaching, edited by N. L. Gage, Rand McNally and Company, Chicago, 1963, pp. 788-803.

with these goals. It might be well to ask teachers (and students) what role they think they (teachers) are defining for students, how the students perceive this definition and finally how the students translate it into their actual behavior.

The Watson Analysis Schedule was designed for this purpose. In light of the current use of a content-process dichotomy, special attention in the inventory was given to those role characteristics which might be associated with these orientations. The items in the inventory were judged by its author to be those most relevant to the following three categories under a process or content orientation: purposes, behaviors associated with practices, and affective characteristics.

Purposes

The primary purpose of this investigation was to determine the extent to which the innovative program of American Studies is associated with different role identification of students and teachers as compared to conventional programs.

The secondary purposes of this investigation were: (1) to study the relation between teacher and student expectations within and among the two types of programs and (2) to study the relation among the congruences of teacher's verbalized expectations, perceived expectations, and actual behaviors between and among students and teachers in the American Studies program and conventional programs.

The purposes of this investigation can be summarized in the following *if-then* hypothesis.

> *If* programs differ *then* students within the programs will perceive different expectations.

Method

The general plan of this study was to obtain selected measurements on students' perceptions of their learning behavior for students enrolled in American Studies and for students enrolled in conventional American history courses. These measurements were then analyzed in accord with the hypothesis previously presented.

Measurement Instrument. Current research and development in social studies have been concerned with producing evidence which might help identify that which is most significantly related to goal attainment. Thus it has been theorized that goal attainment must be preceded by (1) perception of the expectation and (2) acceptance of the perceived expectation. Perception alone, therefore, is not enough to achieve a goal but it is a necessary condition since an expectation which has not been communicated cannot be accepted. When behavior is consistent with defined expectations communication must have occurred. But when it is not consistent either communication has not occurred or the expectation has been communicated but has not been accepted.

The Watson Analysis Schedule (WAS) was designed to measure selected aspects of the communication of expectations, and actual behaviors. The schedule is divided into three parts with each part containing the same 71 items but consisting of different directions for responding to the items.

Part I represents the students' perceptions of expectations which were communicated through explicit verbalizations.

Part II represents the students' perceptions of expectations which were (1) communicated explicitly and not rejected on the bases of conflicting communication, (2) communicated explicitly but rejected on the bases of conflicting communication, and (3) communicated implicitly by cues other than verbalization.

Part III represents the students' perceptions of actual behavior and, theoretically, indicates by compliance or non-compliance the acceptance or rejection of the expected behavior as being consistent with his own need disposition.

The 213 items (three sets of 71) in the WAS can be grouped according to the following three categories.

1. Purposes: *e.g.*'s, "52. Learn how to make decisions in the real world." and "60. Understand human society because of what is learned in class."
2. Behaviors: *e.g.*'s, "34. Take notes from teacher lectures." and "23. Define terms from their own understanding of the way the terms are used in their studies."
3. Affective Characteristics: *e.g.*'s, "69. Believe that the teacher understands them." and "65. Make decisions that really matter."

The WAS was administered to the students and teachers comprising the American Studies program (designated the Ep group), and to the students and teachers in two comparable high schools with conventional American history programs (designated groups C1 and C2).

The mode of analysis for comparing teachers' perceptions of students' roles and students' perceptions of their own roles consisted of Principal Axis Factor Analyses and Varimax Rotations of the obtained factor solutions. These solutions permitted the utilization of subsequent appropriate comparison techniques.

Results

The results indicate that there are systematic differences in student expectations between American Studies teachers and conventional American history teachers, and that there are differences in perceived expectations among students enrolled in these programs. As might be expected, these differences were found on all three parts of the WAS: Explicit Expectations, Actual Expectations, and Realized Expectations. Furthermore, they were apparent in the factor solutions obtained for the teachers and students on the three parts of the WAS.

The following items were identified as discriminating between the teachers in the American Studies Program and teachers in the conventional programs. Those items in Table 1 which were positively related to the program(s) identified were negatively related to the other program(s).

Those items in Table 1 marked with an asterisk (*) were perceived by students in the identified program as being behaviors which they actually practiced or Realized Expectations. These Realized Expectations for the American Studies students were seen as not practiced by the students in at least one of the conventional programs.

In addition to these, American Studies students indicated that they actually did the following things which students in at least one conventional program indicated they did not do.

Discuss and take sides on issues related to present-day living.

Question the accuracy of the facts gathered from the textbook or other sources.

Actively participate in discussions by answering questions from other students in order to develop the immediate problem of study.

Record and organize their own ideas and conclusions in written or graphic form.

Look for underlying meaning in what is written or said.

TABLE 1

Items on the WAS Which Discriminate Between Teachers in the Experimental and Conventional Programs

Programs	Items Responded to in a Positive Direction (A & B)		
	Explicit Expectations	Actual Expectations	Realized Expectations
Ep	Help decide what is to be studied.*	Help decide what is to be studied.*	Use a wide range of materials other than a textbook.*
	Suggest methods, materials, activities, etc. for studying.	Suggest methods, materials, activitives, etc. for studying.	Select problems for study based on the experience and interests of citizens in our society.
	Be able to tell fact from opinion.	Study problems identified by the teacher.	Able to recognize or identify basic problems or conflicts in their own studies.
	Develop their own methods of studying problems.	Select problems for study based on their own interests and experience.*	
	Define terms from their own understanding of the way the terms are used in their studies.	Develop their own methods of studying problems.	
	Draw their own conclusions at the end of the class period about the meaning of the lesson.	Recognize contradictions between the things people say they believe and the things people do.*	Draw their own conclusions at the end of the class period about the meaning of the lesson.
	Draw conclusions, as a group, about the meaning of the lesson.	Make reports or summarize their findings from studying a problem of their own choice.	Draw conclusions, as a group, about the meaning of the lesson.
		Draw conclusions, as a group, about the meaning of the lesson.	

*Realized Expectations as perceived by students in the program.

TABLE 1 (Continued)

Programs	Items Responded to in a Positive Direction (A & B)		
	Explicit Expectations	Actual Expectations	Realized Expectations
Ep	Call attention to confused or unrelated statements made by the teacher.		Do most of the talking.
	Evaluate their own progress.	Be evaluated on everything they do including participation in discussions and formulating their ideas.	Try out new things, put ideas and facts into new combinations.
	Be evaluated on their ability in handling information to identify and solve problems.	Be evaluated on their ability in handling information to identify and solve problems.	Record and organize their own ideas and conclusions in written or graphic form.
	Suggest possible answers or solutions to questions or problems.*	Suggest possible answers or solutions to questions or problems.*	
	Suggest procedures for getting information.*	Decide whether the facts being used to study a problem are really related to the problem in an important way.*	Learn how to attack or solve social problems.
	Decide whether enough facts have been gathered to understand the problem being studied.*		
	Learn how to discover what is true and what is not true.		
	Change the way they behave in society because of what is learned in class.		Change the way they behave in society because of what is learned in class.

*Realized Expectations as perceived by students in the program.

TABLE 1 (Continued)

Programs	Items Responded to in a Positive Direction (A & B)		
	Explicit Expectations	Actual Expectations	Realized Expectations
Ep	Make decisions that really matter.		Discuss and take sides
C	Discuss and take sides on issues related only to the past.	Remember the names, places, events and dates.	Discuss and take sides on issues related only to the past.
	Study problems by following steps directed by the teacher.		Let the teacher do most of the talking.
	Believe, in general, that statements and facts in the textbook and lectures are accurate and true.		
	Listen to the teacher give lectures.*	Listen to the teacher give lectures.*	
	Take notes from teacher lectures.*	Take notes from teacher lectures.*	
	Study things that are useful only in school.		Evaluated only on test scores and required written work.
		Be responsible for remembering facts found in the textbook or teacher lectures.	
		All be evaluated on the same basis.	All be evaluated on the same basis.

*Realized Expectations as perceived by students in the program.

Use facts to support or reject ideas.

Try to predict what will happen if a problem is left unsolved or if it is solved in a given way.

Continue to learn in the same manner once they get out of school.

The students in the American Studies program also indicated that they were explicitly told that they were expected to speak frankly in class and to enjoy what they were doing and that they actually saw themselves as doing both of these. In C2 students indicated that they were told that both of these were expected, but these did not emerge as Actual or Realized Expectations. These items did not appear as expectations to students in C1.

These specific items were not identified by the teachers in the American Studies program; however, it can be seen in Table 1 that they did believe that the students did most of the talking, while the converse was true for the teachers in the conventional programs.

Of the 71 behaviors described in the WAS, American Studies students saw themselves as actually practicing 22. All 22 had been previously identified as associated with a process orientation to learning.[4] Only 3 items were perceived as Realized Expectations by the students in C1. One of these had been identified as process oriented. For C2 Realized Expectations consisted of 8 process oriented items and 2 content oriented items, although none of the process oriented items appeared in Table 1 as being perceived by the teachers in the conventional programs as Realized Expectations.

The factor analyses which yielded the factor descriptions of the behaviors expected indicated a general consistency of the factor structure over the

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[4]Watson, Elizabeth P. Inventoried Perceptions of Expectations for Students in Three Different Social Studies Programs. Doctor's thesis. Bloomington, Indiana: Indiana University, 1969, pp. 42-47.

three parts of the WAS. The general content-process orientations are readily observable with the American Studies program representing one end of the factor continuum and the conventional programs representing the other. The factor descriptions by programs can be seen in Table 2 for Teachers and Table 3 for students.

Of high import were the general orientations reflected in these factors and the consistency with which these orientations follow throughout. *The American Studies program as indicated by the teachers reflected student-centered problem-solving with emphasis on current issues. The converse was indicated as program characteristics by the American history teachers.*

The discussion and results of the development of American Studies objectives indicated the nature of the departure from objectives of conventional American history and American literature courses in that they emphasized higher mental processes rather than rote recall of information. There was consistency between those objectives and expectations for students' behavior as measured by the WAS.

The American Studies teachers further indicated that American literature and history are inseparable in their program. This was borne out in these results in that no separate factors emerged separating the six English specialists from the six history specialists. In fact there was greater homogeneity between these two groups within the American Studies program than was evidenced among the history teachers in the American Studies and American history programs. Furthermore, examination of the rotated factor solutions seemed to indicate greater agreement among the 12 American Studies teachers than among the 19 American history teachers. These results would seem to indicate that the American Studies teachers are interacting and thus

TABLE 2

Teacher Factors Associated With Programs

WAS, Part	American Studies	American History
I	*Away from* past-oriented recall delimited by academic requirements as conventionally evaluated	*Toward* past-oriented recall delimited by academic requirements as conventionally evaluated
	Away from teacher as exclusive decision-maker, with non-critical acceptance by students	*Toward* teacher as exclusive decision-maker, with non-critical acceptance by students
	Toward student directed problem-solving, with significant decision-making	*Away from* student directed problem-solving, with significant decision-making
II	*Toward* teacher identified problems, with student centered problem-solving and decision-making	*Away from* teacher identified problems, with student centered problem-solving and decision-making
	Away from recall of teacher-determined content, *toward* student-centered problems	*Toward* recall of teacher-determined content, *away from* student-centered problems
III	*Away from* past-oriented uniform behavior, *toward* changed behavior in society	*Toward* past-oriented uniform behavior, *away from* changed behavior in society
	Away from teacher as exclusive decision-maker with non-critical acceptance by students	*Toward* teacher as exclusive decision-maker with non-critical acceptance by students

TABLE 3

Student Factors Associated with Programs

WAS, Part	American Studies	American History, C1	American History, C2
I	*Toward* decision-making and significant outcomes	*Toward* decision-making and significant outcomes	*Away from* decision-making and significant outcomes
	Toward student critical participation in problem-solving, *away from* past-oriented recall and uniformity		*Away from* student critical participation in problem-solving, *toward* past-oriented recall and uniformity
	Toward student participation in problem-solving, and relevant learnings; *away from* non-critical acceptance	*Away from* student participation in problem-solving, and relevant learnings; *toward* non-critical acceptance	
	Toward student as decision-maker, within an open and accepting climate	*Away from* student as decision-maker, within an open and accepting climate	*Toward* student as decision-maker, within an open and accepting climate
	Toward student critical participation in problem-solving decisions		*Away from* student critical participation in problem-solving decisions
II	*Away from* teachers as exclusive decision-maker, with non-critical acceptance by students; *toward* relevant mode of continued learning	*Away from* teachers as exclusive decision-maker, with non-critical acceptance by students; *toward* relevant mode of continued learning	*Toward* teacher as exclusive decision-maker, with non-critical acceptance by students; *away from* relevant mode of continued learning
	Toward student critical participation in problem-solving and decision making, with "self"-social learning		*Away from* student critical participation in problem-solving and decision-making with "self"-social learning

TABLE 3 (continued)

WAS, Part	American Studies	American History, C1	American History, C2
II		*Away from* acquisition of factual content, limited to the past, for future utility	*Toward* acquisition of factual content, limited to the past, for future utility
		Toward problems based on students' interests and experiences	*Away from* problems based on students' interests and experiences
III	*Toward* critical participation in problem-solving and enjoyment of activities		*Away from* critical participation in problem-solving and enjoyment of activities
	Toward critical participation in problem-solving, with an open climate; skill not limited to school application		*Away from* critical participation in problem-solving, with an open climate; skill not limited to school application
		Away from student-teacher interaction in limited problem-solving *with* making reports	*Toward* student-centered interaction in limited problem-solving *without* making reports
	Toward problem-solving and meaning, *away from* better citizenship	*Away from* problem-solving and meaning, *toward* better citizenship	*Toward* problem-solving and meaning, *away from* better citizenship
	Toward student participation in problem development, with self evaluation		*Away from* student participation in problem development, with self evaluation

operating as a team. This would support the desirability of physical and administrative arrangements allowing for a high frequency of interaction among program personnel. *If teacher homogeneity of program orientation is considered desirable, then these results indicate that the administrative arrangements allowing for common planning time, common flexible scheduling, and common physical facilities are not only conducive but perhaps necessary to this process.*

The differences between American Studies and American history teachers were further evidenced by examining the item clusters comprising the significant factors. The common items represented the teacher-directed problem-solving approach and general panacean outcomes. The several items which make up this cluster permitted common responses from teachers regardless of program orientation.

The items which differentiated between teachers in American Studies and those in American history were characterized by the teacher-centered recall orientation of the American history teachers as compared to the student-centered problem-solving orientation of the American Studies teachers. These items further support the results previously presented.

The general orientations for students were consistent with those noted for teachers. The students tended to stress teacher-centered recall as one orientation versus student-centered critical participation in problem-solving and decision-making. However, many specific factor descriptions were not obtained on all three parts. It is evident that the students felt that not all explicit and actual expectations were realized and, conversely, that not all realized expectations were formulated as explicit or actual ones.

The *general* expectation of "Teacher directed problem-solving, allowing for student participation and decision-making" was agreed upon by both the teachers and the students. The students indicated that the teachers explicitly expected this not to be limited to school application. They did not indicate the expectations for general panacean outcomes with consideration for personal-individual characteristics as did the teachers.

Moreover, according to the students' perceptions this *general* factor was not realized. Instead they saw their role as being "*away from* recall and uncritical acceptance of teachers' statements, while accepting authority of text and lectures; *toward* societal understanding and decision-making." This would indicate that the students felt comfortable in general student-teacher interaction. However, they seemed to be predisposed to accept factual material when presented through the authority of teachers or texts. This result was not surprising since most students, as they have progressed through the grades, have received continual reinforcement for this mode of behavior.

The two factors which appear in all three parts reflected the differences between the content-process orientations toward teaching social studies. One of these factors stressed the "Teacher as exclusive decision-maker, with non-critical acceptance by students," while the other stresses "Student critical participation in problem solving and decision making." In the latter factor, when actual and realized expectations were taken into account the following dimensions emerged: self-understanding, social learning, and the development of skills not limited to school application, within an open classroom climate.

Several factors reflecting these orientations were found to be associated with the programs. In most cases the American Studies students typified one end of the factor continua and the American history students enrolled in one

or both of the control programs typified the other end. In a few instances, students enrolled in one or the other of the two control programs displayed agreement with the American Studies position.

Examination of Table 3 will point up the consistency with which the American Studies students perceived their role as that of critical participation in problem-solving and decision-making. Comparison of these results with those of the American history students will underscore that they tended to see their role as that of non-critical acceptance on the part of students.

However, the difference between the two American history programs as seen by the students combined with the partial similarities to the American Studies orientation reflected a lack of consistency in expectations for these two programs. As can be observed from Table 3, this lack of consistency yielded conflicting expectations wherein students in both American history groups saw themselves as being in a program featuring teacher-centered decision-making with non-critical acceptance by students. In some instances they departed from this mode and reflected some characteristics of the student problem-solving and decision-making model. It should be noted that this conflict did not appear for the American history teachers.

The previous discussion has pointed to the general orientations reflected in these factors. *The American Studies program as indicated by the students reflected critical student participation in problem-solving and decision-making. The converse--however, with exceptions--was indicated by American history students as characterizing their programs.*

Examination of these items indicates that the dimension of the accumulation and utilization of facts is present in both the content-"historical" and process-"social study" orientations. Further examination would suggest that

the accumulation of facts is important to both orientations but that there is a distinction between them in the *manner of the utilization of these facts*. In the former orientation, the emphasis seemed to be upon the recall of facts; in the latter orientation, the emphasis seemed to be upon the use of facts for problem-solving and decision-making.

The teachers' perceptions of the student role were noted previously. It now can be noted that the students' perceptions of their own role was also consistent with these; and, thus achieving closure for the *written goals - teachers' perceptions - students' perceptions* triad. This high degree of agreement lends credence to the ability of a school faculty to implement a social studies curriculum which includes active, critical student participation in problem-solving and decision-making.

These results indicated that the general goal orientation of the American Studies program has been successfully communicated to the students and seems to fit their need disposition as reflected in the realized expectations. This was further supported by the factor descriptions wherein American Studies students evidenced an enjoyment of activities while the American history students in the most teacher-centered program indicated the converse.

In summary, the results presented in this report strongly support the *if-then* hypotheses put forward as the focus for this investigation:

> *If* programs differ, *then* students within the programs will perceive different expectations.

The identification of the items based on the factor analysis led the researchers to conclude that the Experimental program was indeed quite different from the conventional programs. The nature of this difference appeared to be a general, and in the case of the Experimental group highly consistent, agreement between teachers and students of the program orientation. These

findings allow some interpretations of the congruence data which might be otherwise impossible.

The congruity of expectations for students and teachers, using Pearson Product Moment correlation coefficients, was found to be greater for the two conventional programs than the experimental one. However, the perceptions of what the students were actually doing, as indicated by responses to the WAS: Part III, was not related or was negatively related for the conventional programs.

Students and teachers in the innovative program were in agreement in their perception of actual student behavior. Yet, while there appeared to be consistent agreement in the direction of the expected behavior, less agreement was apparent concerning the degree to which these expectations were realized.

The lesser degree of consistency between teachers and students noted in the congruence data might be interpreted as disagreement of the generalized roles students were to play. However, the results of the factor analysis would appear to contradict such an interpretation. A better interpretation might be that the congruence data between teachers and students reflects the degree of agreement or disagreement within an orientation and does not necessarily indicate a disparity of perception about the generalized role and the goal orientation of behavior.

As might be expected the efficiency of communication of individual expectations was less in an innovative program than in a conventional program. However, it would appear that it is erroneous to assume that such lack of agreement represents a problem detrimental to the translation of a general goal orientation into actual behavior or prevents satisfaction with a program.

It appears equally erroneous to assume that agreement of expectations leads to satisfaction even when the expectations are seen by the participants as being realized.

These data would indicate that satisfaction is more highly dependent on the nature of the students' role within a program. This role does appear to be defined by the teacher and communicated to the student who perceives it as being translated into behavior. This would indicate that students will perceive the general orientation of a program and will behave in a manner consistent with this orientation if not with specific expectations.

The results of the study led the researchers to question the hypothesized relationship of satisfaction to congruence where congruence is defined as the degree of agreement between students and teachers about role expectations. For the three programs the highest degree of statistical congruence was associated with C2, while the least degree of congruence occurred in the Experimental program. Yet students in the Experimental program indicated that they did actually enjoy what they were doing while students in C2 responded that they actually did not enjoy what they were doing.

Given similar situations congruence might be a variable related to satisfaction. However, where programs are different, satisfaction appears to be more highly related to the nature of the program and/or agreement of orientation than to communication of expectations.

What the teacher communicates to the students as a group appears to be the general orientation for student behavior and not necessarily expectations for well delimited behavioral operations *per se*.

Previous studies which were unable to establish differences between programs on the basis of achievement or skill in reflective thinking may have

been quite valid. It is possible that the principal differences are to be found in the nature of the role assigned to the student. If indeed roles determine the kind of person a student is to become, this is a significant difference.

Program Implementation and Teaching Strategies, American Studies

presented by

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It is the practical concern of teachers to find ways to make innovative ideas simply "work" in the classroom. While descriptions of the American Studies program emphasize its innovative character, teachers know that behind the success of the new lies much that is hard core and quite traditional. In many classes, nothing appears new: a teacher is still up in front of the room and students sit sleepily on a Monday morning. Yet the dialogue between teacher and student resembles a relaxed conversation. A rapport between student and teacher and a relaxed atmosphere in the classroom are conducive to the freedom a student feels to hazard and express his own ideas. The teacher's role is to trigger discussion rather than to lecture. Usually the process begins with the teacher asking leading questions: questions that encourage the student to answer in terms of his own value system, or questions that encourage him to clarify and develop such a system. He will not respond if he feels his answer will be "put down" by a teacher.

Early in the discussion the notion that there is a right or wrong answer to the question should be dismissed and the discussion of possible answers and solutions begun. The same approach should be extended to evaluative examinations. Point systems for grading should also allow for flexibility in interpreting responses. The old true or false test should be used only for a critical study of how a student can back up his choice. Getting away from thinking in absolutes can also be achieved through the material itself. For example, Hawthorne's The Scarlet Letter is taught not so much as a study of

sin and its consequences (a rather dreary concept to the sixteen-year-old) but rather in terms of the shifting significance of its symbols, the problem of interpreting anything, and particularly the question of the human capacity for judging another's thoughts or actions. As Miller puts it, in another work discussed in class, "Ours is a divided empire in which certain ideas and emotions are of God, and their opposites are of Lucifer. It is as impossible for most men to conceive of a morality without sin as of an earth without 'sky'. Since 1692 a great but superficial change has wiped out God's beard and the Devil's horns, but the world is still gripped between two diametrically opposed absolutes. The concept of unity, in which positive and negative are attributes of the same force, in which good and evil are relative, ever-changing, and always joined to the same phenomenon--such a concept is still reserved to the physical sciences and to the few who have grasped the history of ideas." We would like to extend "the few" Miller speaks of to include the vast range of students, juniors taking American Studies, through not only the materials offered in the course but also our methods in teaching it. We will demonstrate how these ideas work in an ordinary class by showing video tapes of 1) a discussion of Farb's article "The American Indian: A Portrait in Limbo," an article designed to produce a reaction in the reader, a reaction which he should then clarify and express, and 2) a class in Puritan poetry, a subject chill and remote from most students. Through the discussion of poems by Anne Bradstreet, an attempt is made to draw students into the interpretation of any poem.

In addition to the creation of an atmosphere congenial to expressive and original "thinking outloud," one of the aspects of American Studies its teachers feel to be of utmost importance is its coordination of history and English. Once their implicit unity is recognized, the course becomes a humanities course,

a course in the history of ideas. Clearly it will materialize as such only if teachers hired for the program believe in an ideal unity of the disciplines. Probably the group most difficult to convince of the validity of this unified approach are the hard-core English teachers who remain jealous of their subject's integrity. But surely they must realize that literature does not spring full blown from a cultural vacuum. Further, taking in the historical context enhances works by Irving, Emerson, Hawthorne, MacLeish, and Miller. Historical considerations in no way bind literature to a chronology. Rather, since the course follows key concepts, whenever a given idea is under discussion, any relevant material is admissible, be it written in 1692 or 1962. Nor does this approach preclude a strictly formal textual analysis. Many individual lessons in both history and English deal principally with processes more essential to one discipline than to the other. But all take place within a larger framework of the history of an idea such as the changing concept of the American Dream or the conflict of individual vs. society, themes manifestly expressed both in primary sources known to the historian and in literature.

There are also practical organizational methods which help to secure unity. Vital to the functioning of the program is the fact that for each team of a history and an English teacher a joint free period is scheduled to allow for mutual planning. A two-hour time block can be used effectively as a single class period for large group presentations, debates, or films. Team goals are reflected in the nature of assignments. Both teachers assign compositions which require thought on a central issue that has been raised in class and emphasized on printed outlines of the course which each student possesses. There is consistency in the grading of these compositions in terms of formal requirements. Examinations are also the creation of both teachers and certain questions designed to strengthen the student's ability to synthesize and unify concepts.

Often the history teacher feels like an English teacher and vice versa. This is as it should be for the successful implementation of the program.

To demonstrate how all of this happens, we have selected an activity and shown its development and fruition, beginning with a team planning session when heads are put together, aims discussed, and organizational difficulties ironed out. We were almost at the close of the first unit on Puritanism and therefore considering reasons for its decline. We decided to dramatize ideas, relate them to modern issues, and underscore the connection between historical happenings and literary expression of them by putting on skits of Miller's The Crucible, first produced in 1953 and written about Salem of 1692, along with a reproduction of selected McCarthy hearings. We felt this to be an excellent occasion for student involvement and we agreed to give them considerable freedom in setting up a program.

The group of students working on McCarthy was released from regular classes in order to do research, to choose which hearings to dramatize, and to seek ways of showing a connection with Miller's views in The Crucible.

The Crucible group met in class to choose which scenes from the play would communicate the sense of hysteria behind both the Salem witch hunt and the McCarthy tragedies. Students experienced the difficulties of editing a text and creating from it a workable script.

The role of the teachers in the continuing development of the program lies simply in "cooking up" ideas that will put the goals of the program into practical and tangible form. The American Studies teams, six in all at University City Senior High School, meet weekly to share ideas and check out results. At this time new readings are discussed for possible inclusion in the curriculum.

Selected readings, both historical and literary, are placed in an open-ended notebook which makes possible the conjunction of materials and flexibility in discarding the proven unsuccessful and including the new. At weekly meetings, teachers bring in new recordings, word of a play downtown, the possibility of a guest lecturer on Colonial art, and so the program continues to develop.

To give a more detailed account of what goes on in the course it is necessary to look at the concept outline issued to each teacher. This outline helps to unify subject matter taught by each team around several central ideas. The overall unifying theme of the course is the American Dream; what it is and how it changes.

In unit one we examine the Puritan definition of the dream. To understand their viewpoint it is necessary to teach what Puritanism means. In the first week, an historical inquiry is made into who the Puritans really were. The notion of America as a melting pot is discussed and debated with students at this early date. In English, Puritan theology is discussed in detail: its origins in the Reformation, branches in England, and its particular form in Massachusetts Bay. In the course of the history of ideas, the first to be discussed are the theological principles of Puritanism. Also, early in the course, the first lessons are given in expository composition. The form is a rigid one designed to help students better express their ideas with the help of an organized pattern.

The second week both teachers expand on Puritanism, taking a closer look at Puritan education, letters, and government. "Satan Inspires a School System" shows the Puritan concern for public education. In <u>The New England Primer</u> students see an actual textbook and learn the form Puritan education took. The discussion of these articles leads to questions of the role of public education in America today and the purposes and uses of education in general.

The possibility or impossibility of Puritan art is taken up in the discussion of the Bay Psalm Book which contains the aesthetic principles of its translators. We try to predict the kind of poetry such principles will produce. The theological basis for Puritan aesthetics is examined and provides a reinforcement of Puritan theological concepts. Sometimes a Puritan church service is held to dramatize these ideas; the Bay psalms are sung by a student choir, the congregation discusses admission to the church and conditions of the Elect, and a Jonathan Edwards sermon is delivered with vigor.

The Mayflower Compact and "On Liberty" focus on Puritan government. The first document is discussed and its ultimate importance questioned. "On Liberty" raises an important issue in the course - individual freedom versus authority - since John Winthrop clearly defines the authority of the magistrates and distinguishes between natural and civil liberty. Both documents show what a theocracy is and its inevitability in a Puritan community becomes apparent. We return to "pure theology" with Jonathan Edwards. More accurately, in the first unit we never get away from theology since it permeated Puritan existence. In Edwards we see the problem of expressing as literature mystical experience.

In week three the question of individual freedom versus authority is out in the open. In history students learn the fate of a dissenter in the Puritan society - Roger Williams. Sometimes a reenactment of Williams' trial is held in the classroom, with students taking on the roles of Puritan magistrates, villagers, and Williams himself. Another dissident voice is heard - that of the poet. Three Puritan poets are studied. Bradstreet is examined for points at which she must strain to conform to Puritan beliefs, community pressure, and orthodoxy. The class is then divided into two groups. Less

able students study Michael Wigglesworth, whose simplicity is helpful in reinforcing orthodox Puritan beliefs. Brighter students meet to discuss Edward Taylor and learn more about the analysis and interpretation of poetry through a more "modern" poet in technique than Bradstreet. It is pointed out which of these poets was published and why. The question of restrictions placed on the individual underlies most discussion.

Week four continues the same theme, giving another historical case: Bacon's rebellion. Questions of the meaning of dissent, individual liberty, rebellion, and revolution, then and now, are raised. In English, Hawthorne's novel The Scarlet Letter is taught in some depth and its multiple themes discussed. Hester is seen as the individual who stands apart from the society which condemns her. Questions are raised about judgment and authority. We discuss on what points Hawthorne would agree or disagree with the Puritans. The Puritan legacy is discussed in terms of American literary tradition.

Week five takes up reasons for the decline of Puritanism and the failure of their dream. Witchcraft and conditions of society that made the witch hunt possible are discussed in large groups. Whether this kind of social phenomenon is restricted to the Puritans is determined *via* comparisons to the hearings of Joseph McCarthy, the "red scare," today's college radicals, and society's treatment of "hippies."

We begin to look at the Puritan legacy in "The Puritan Strain." We branch off from a consideration of early Massachusetts to other colonies in the article "Interpretations of the Colonial Experiences." Since it is impossible in a course of this nature to teach all thirteen colonies, we have chosen an article which summarizes how colonial experiences have affected the American character.

In week six, the final week, we take up the transition in the history of ideas from Puritan beliefs to enlightenment concepts. Jonathan Edwards is studied as a transition figure, a man whose desire it was to combine the best of both worlds. Since a definition of the Enlightenment is necessary, students read the "Essay on the Enlightenment," carefully supplemented by informative teacher instruction. Franklin is discussed as the American instance of the Enlightenment Man. Once definitions are clear, students take up the question of whether the American Revolution grew out of the Enlightenment period. When asked whether democracy is "home-grown," student responses depend on how they have been brought up, and how international their own frame of reference is. We listen to their views and have them test their values. The question of where revolution and rebellion are justified is also discussed. Again the issue of individual freedom versus authority is manifest.

Other outlines (enclosed, units three and four) are followed in the same manner. The American Dream is discussed as it faces crises of race and war, whether in 1850, 1940, or 1970. Many other issues evolve from the question of the Dream and the concept outlines are simply "teacher guides," suggesting possible points to bring out of selected readings. But, as is always necessary for effective and responsible teaching, the rest is up to the individual teacher and the choices made as a team in presenting American Studies.

UNIT I: THE DREAM ESTABLISHED

Subject: 1. Who came and why?
2. The Puritans
3. Introduction to expository composition
4. Library orientation

AMERICAN HISTORY

A. Who came and why: "Here individuals of all nations are melted into a new race of men."

Came for service to God and king and for careers.

1. "Social Origins" - an attempt to discover who came to America.
2. Bragdon - English colonies unique: founded by private enterprise, permitted religious dissenters to settle, enjoyed a large measure of self-government.

AMERICAN LITERATURE

A. The Puritans: "Without some understanding of Puritanism at its source, there is no understanding of America."

1. Introduction to expository composition
2. Library orientation
3. "The American Mind in the Making" - an explanation of some Puritan religious beliefs - Elect, original sin, etc.
4. Macmillan
5. Theme I

Subject: The Puritan Dream: A City upon a Hill

II Week II
1. Background of Colonial Period continued
2. "Satan Inspires a School System" - One of Satan's chief projects to keep man from knowledge of the Bible, Mass, School Law of 1647 passed.
3. "Mayflower Compact" - "the first foundation of government in New England." Its emphasis on mutual responsibility and agreement are prophetic of American Dream to come.
4. Bragdon - 22 - A thumb nail sketch of a Yankee Puritan - Samuel Sewall.

II Week II
1. "Bay Psalm Book" - Puritan song book. "Fidelity rather than poetry. God's altar needs no polishing."
2. "New England Primer" - first school book - reveals Puritan attitudes toward religion, death, the King, industry, leisure, etc.
3. Jon. Edwards Conversion Experience: Edwards moves step by step with many uncertainties until he reaches peace of mind and spirit.
4. "On Liberty" - Authority of the magistrates vs. the civil liberty of the people are related in a way that defines the Puritan theory of how men should be governed.
5. "A Model of Christian Charity" - We shall be as a city upon a hill. The eyes of all people are upon us.

Subject: 1. The Puritans and the Roger Williams Case Study Authority vs. Individual Freedom

III Week III
1. Roger Williams Dissenter - Williams challenges the authority of the Mass. gov't. on the issue of separation of church and state.
2. "Letter to Town of Providence"

III Week III
B. Poetry: Puritans had a practical literature and mistrusted all sensuous devices yet were not hostile to poetry.
1. Ann Bradstreet - wrote the

2. Roger Williams explained the limits of his liberal views extended only to religion.
3. Bailey - pp. 27-28. Germs of dissent. More on Roger Williams and other dissenters - Quaker-Ann Hutchinson.

Composition: Theme II A - opinion on Roger Williams trial (half the class)

first published book of original poetry in America. Capable of free genuine expression yet often imitative of English poets.
2. Michael Wigglesworth - "Day of Doom" - best seller of Puritan verse. The subordination of aesthetic quality to Calvinistic doctrine.
3. Edward Taylor - not published until 1939. Our 17th century metaphysical poet showed that Puritan poetry could be devout in orthodox substance, yet vigorous, passionate, warm and sensuous.
4. "Bloody Tenets of Persecution" -
   (1) persecution for cause of conscience is contrary to law of Christ.
   (2) no one should be bound to worship against his consent.
   (3) church and state should be separate.

Subject: 1. Continuation of the Puritans
2. Virginia: A Study in Contrast; Nathaniel Bacon Case Study; Authority vs. Individual Freedom

AMERICAN HISTORY

IV Week IV

1. Bacon's rebellion - 1676 - arrayed the common man against the lordly governing class and showed at this early date that aroused colonists would fight and die for what they regarded as their rights as free men.
2. Background on Virginia - English colonies differed widely. Virginia almost a feudal state, aristocrats and slaves, large plantations. No emphasis on religion or public education.
3. Bailey pp. 13-16 - Colonial Virginia

Composition: Theme II B - Opinion on the Bacon debate (half the class only)

AMERICAN LITERATURE

IV Week IV

1. Scarlet Letter - Hawthorne agrees with his Puritan ancestors in focusing attention on the problem of evil, the inner workings of sin on the human heart and will.

2. "Nat Bacon's Bones" - Nat Bacon's bones makes sweet this land.

Subject: 1. The Decline of Puritanism and the Contribution of the Puritans.
2. What Made Americans Different From Englishmen?

V Week V

1. "The Puritan Strain" - enumerates major contributions of the Puritans.
2. "Interpretations of the Colonial Experiences": Andrew Burnaby, Anglican clergyman points up the special qualities of life and thought toward the end of the colonial period.

V Week V

1. "Trials at Salem" - order vs. freedom. Puritan theocracy too repressive. Social disorder in any age breeds mystical suspicion.
2. "Samuel Sewall's Diary" - A private portrait of a wealthy Puritan judge who confessed his error in the witchcraft trials.
3. "Cotton Mather's Diary" - a personal record of an ascetic, pious, mystical, proud, pedantic neurotic man. He believed in witchcraft - may possibly be Rev. John Hale in The Crucible.
4. The Crucible: The personal tragedy of the witchcraft trials. Makes by implication an eloquent case on the subject of intolerance using trumped-up hysteria for its evil purposes.

Composition: Theme III

Subject: The Dream Redefined

VI Week VI

1. Essay on the Enlightenment: Enlightenment intellectuals taking the place of Puritan theologians. Key terms reason and nature.
2. Road to Independence
3. "Common Sense" - Paine states the case for independence in crisp, vigorous language.
4. Declaration of Independence
5. Daniel Leonard Deplores Rebellion
6. Vengeance on the Tories
7. Hanging of a Loyalist
8. Peter Hendricks - Patriot or Loyalist
9. Bragdon pp. 32-69. The road to revolution and the revolution.
10. Bailey pp. 84-124. The road to revolution and the revolution.

VI Week VI

1. Jonathan Edwards: the last and greatest Puritan. Born when Puritan power was diminishing yet he tried to preserve their rigorous principles.
   a. "Flying Spider" - first scientific essay in America. How the spider spins its web.
   b. "Dinners in the Hands of an Angry God" - An excerpt from a famous fiery sermon.
   c. "Bit of Autobiography" - The quest of a serious young man for ultimate meaning of his life. Warm and appealing.
2. Benjamin Franklin: the new American. Reflected better and earlier than other Americans the complete change from the Puritan point of view.
   a. Autobiography - early days in Boston and Philadelphia
   b. "Way to Wealth" - Puritan ethic - The way to wealth is through prudence and industry
3. Creve Coeur
   a. Letters From an American farmer: describes the new American; gives first definition of the American Dream
   b. Sketches of 18th Century America

UNIT III: THE DREAM IN A REVOLUTIONARY WORLD

Subject: 1. World War I Hero: Idealism and Commitment - the Pre-World
2. Diplomacy in the Modern World: Case Studies 1898-1914

In the early 1900's the United States was on the way to become the strongest industrial nation in the world with the highest standard of living. It retained its traditional faith in private enterprise. It had a people combining an individualistic pattern of life with an immense capacity for voluntary organization; a practical people with a large zest for production and consumption - a prevailing materialism; an idealistic people, responsive to humanitarian impulses, believing in the dignity of man and the importance of human rights. Its heroes were still romantic.

AMERICAN HISTORY

XI Week XI

1. Case studies 1-2-3-4.
   The United States emerged from isolation. The economic elements behind 19th century imperialism were combined with national patriotism and idealism. The Spanish-American War, "a splendid little war," ended with the United States expanding into the Caribbean, acquiring the Philippines, Hawaii, and Guam.

AMERICAN LITERATURE

XI Week XI

1. Theodore Roosevelt:
   a. "The American Boy." How can a boy grow into a good American man with heroic traits? He must work hard, be clean minded, clean lived, and able to hold his own.
   b. "The Strenuous Life." - glorifies the hard-working, energetic practical men who do the work of society.
2. "A Message to Garcia" - A capable person with heroic traits will be loyal to a trust, act promptly, concentrate his energies, do the job.

Composition: Theme V: The Hero

Subject: Continuation of Week Eleven

XII Week XII

1. Preparedness to the Soldier - 1916 Woodrow Wilson speaking to the graduating class at West Point tells them that the U.S. is ready to join with other nations of the world in seeing that the kind of justice prevails everywhere that we believe in.
2. Case Studies 5-6.
   Woodrow Wilson and World War I; The search for an alternative. Wilson's Fourteen Points.

Films: 1. "The Innocent Years"
2. The Great War"

XII Week XII

1. Knoxville, Tennessee: Summer 1915. A boy's search for identity against the background of a quiet, slow moving town in the home of a loving closely knit family before World War I.

Subject: 1. The Post World War I Hero: Disillusionment
2. Diplomacy in the Modern World 1917 -1941

When the dizzy enthusiasm of victory subsided reaction set in. The Great War soon began to look like a Great Interruption. After Versailles it looked like a Great Mistake. The utopian slogans of the war, apparently forgotten in the peace, now had a bitterly ironic ring. Authors like Hemingway, Fitzgerald, Cummings -- members of the lost generation -- found little in American life they could believe in.

AMERICAN HISTORY

XIII Week XIII

1. Case studies 7-8

   a. The Monroe Doctrine in the early Twentieth Century: the Mexican Revolution 1911-1939.
   A new Mexican constitution ratified in 1917 stated that all mineral resources belonged to the Mexican government. This seemed an obvious violation of the rights of American investors.

   b. Reaction to World War: Attempt at Disarmament 1920-1931. Washington Naval Conference 1921-1922: Composed of the United States, Japan, and major European powers. Made a series of important treaties dealing with the Pacific and Asia. Gave hope that nations could be persuaded to disarm.

   c. Kellogg-Briand Pact: An attempt to "outlaw war" by an appeal to world public opinion. Sixty-three nations eventually signed, but pact contained no enforcement machinery, nor did not prohibit war in "self-defense."

Film: Hemingway

AMERICAN LITERATURE

XIII Week XIII

1. "The Cambridge Ladies" - Cumming's harsh criticism of the ladies who "live in furnished souls" and spend their time on senseless activities.
2. "Patterns" - Among other patterns Amy Lowell brings out the cruelty and senselessness of war.
3. "In Another Country" - is a story about isolation. The young American is in Italy. The wounded were away from the action of the war; they were separated from each other by a difference in medals; they were excluded from the warmth and stability of the family. All reinforce loneliness, alienation, and the sterility and emptiness of war. The major is
   a. Hemingway hero in his bravery, strong emotional reaction and personal involvement.
4. "Shield of Achilles" - Achilles' mother commissions Hephaestos to make a shield for her son. She expects the beauties of a well ordered world but gets instead the destruction and horror of war.
5. "Red, White and Blue Thanksgiving" - Although World War I was ended and people were celebrating a world free of war, members of one family were still fighting. Title ironic.

Subject: 1. Continuation of Week XIII
2. Diplomacy in the Modern World 1941-1945

XIV Week XIV

1. Pearl Harbor: The Open Door Closes 1941
2. World War II: The Problem of Cooperation 1941-1945
Allies and Russia disagree over second front

XIV Week XIV

1. "Soldiers Home" - Krebs, a true example of the lost generation, comes home from World War I and wants total non-involvement with society.
2. "The Season 'Tis My Lovely Lambs":

3. August 6, 1945: Birth of Nuclear Diplomacy:

On August 6, 1945, an atomic bomb nearly wiped out the Japanese city of Hiroshima and killed over seventy thousand inhabitants. After the second bomb was dropped on the city of Nagasaki on August 9, the Japanese government agreed to end the war on our terms.

an expose of the United States after World War I.

Material prosperity, but a lack of idealism. The "big shots" avoid danger and are rewarded while the "little guy" does the dirty jobs unrewarded.

3. "Leader of the People" - grandfather the old hero - led a wagon train westward welding the group into a unified body, guiding them safely through the peril of Indians, drought, hunger, cold, to their ultimate destination. Brings out the generation gap and the idea of Jody as the future hero.
4. "Portrait" - Death is enhanced by the great Western hero and show man, Buffalo Bill.

Film: High Noon

Composition: Theme VI on High Noon

Subject: 1. Continuation of Week XIII
2. Cold War Diplomacy: 1945 - Present

XV Week XV

1. Containment: America's Cold War Policy 1941-1945.
   The great Communist heart land was surrounded by a vast ring of air bases and bombers on the alert to strike back if aggression should take place. Has meant twice putting our armies into combat - Korea and Viet Nam. Countries threatened by the Soviets were furnished military and starting with Greece and Turkey. Cold war also involves the economic sphere and has become a war for the minds of man.
2. The Bamboo Curtain: Who lost China? 1945-1950.
3. Korea: Truman vs. MacArthur 1950-1953.
   MacArthur's desire to carry the Korean War into China caused President Truman to remove him from command of the U.N. forces.

XV Week XV

1. <u>The Great Gatsby</u>: an exploration of the American Dream as it existed in a corrupt period - the Jazz Age. Its hero is the reverse of the romantic hero. Jay Gatsby, who has been made rich by bootlegging and crime, does not get the girl.

Film: 1. The Golden Twenties
2. The Fall of China

XVI Week XVI

1. The Hungarian Revolution: A Test of Liberation 1956
   The Hungarian people rose against the police state which oppressed them and for five days enjoyed a taste of freedom, then Russian combat troops put down the resistance.
2. Great Power Interests and Small Power Controls (1956) Suez.
   Colonel Nasser of Egypt stated that Egypt intended to run the Suez Canal as an Egyptian government agency. When he refused passage to Israeli ships, passengers, and goods, trouble started.
3. Cuba: Fiasco to Confrontation (1961-1962). President Kennedy takes a definite stand on Soviet missiles in Castro's Cuba.

Film: Ho Chi Min
Lecture: Lindbergh

XVI Week XVI

1. "Hollow Men" - T. S. Eliot saw the world filled with hollow men lacking spiritual values, and predicted everything would end "not with a bang, but a whimper."
2. "The Greatest Man in the World" - A parody on Lindbergh: a crude, obscene man performs a remarkable feat, but is murdered because he does not fit the hero image.
3. "The Secret Life of Walter Mitty" - A timid man who is a hero only in his day dreams.
4. "Time Essay on the 20th Century Hero" - Americans still have a need for heroes. The newest heroes are the scientists yet the ultimate hero today is the democratic process.

XVII Week XVII

1. Viet Nam: Crisis Diplomacy in the Underdeveloped World (1963-1967).
   The Viet Cong carried on an increasingly bitter civil war with the South Vietnamese from 1959 on. Eisenhower first guaranteed military aid to the South Vietnamese government.

XVII Week XVII

1. "September 1, 1939" - On September 1, the Nazi war machine moved into Poland. Auden affirms the necessity of values in a chaotic world.
2. "The Debt Shall Be Paid" - Major Orden illustrates the fact that there are causes for which a person is willing to give his life, and that there are those left behind to pay one's debt.
3. "For Esme, With Love and Squalor" - Against four squalid antagonists there are four demonstrations of love. One of these demonstrations (the gift of the watch) is the salvation of Staff Sergeant X, keeping him from a complete nervous breakdown.
4. "An Interview with William Faulkner" Reveals he was concerned with the important moral issues confronting everyone.
5. "The Nobel Prize Acceptance Speech"
   In Faulkner's recognition of man's capacity for self-destruction, and the compensating faith in man's ability to rise above his natural limitations, this speech represents the maturity of the American Dream, and the course ends on a positive note.

UNIT IV: THE DILEMMA OF THE DREAM - 1850-1865

Subject: 1. Background of Slavery
2. Whitman continued and the Moral Realists

The first Negroes were brought to the colonies in 1619 by the Dutch, who sold them in Jamestown, Virginia, as servants or slaves. During the 17th century most colonies had some slaves. By the end of the colonial period, however, slavery had practically disappeared in the North. Eventually, slavery became a political issue, and civil war almost inevitable. The bitter war left lasting imprints.

AMERICAN HISTORY

XVI Week XVI

1. Negro is America - Problems 1-2-3.
2. "Nat Turner's Own Story" - Nat Turner, a slave preacher, a model, obedient slave led a revolt in which approximately 57 whites and 100 Negroes were killed.
3. "Douglass Writes His Former Master" (Frederick Douglass, a self-educated former slave)

AMERICAN LITERATURE

XVI Week XVI

1. Walt Whitman
   a. "The Wound Dresser" - a realistic account of Whitman's actual experience as a wound dresser in the Civil War.
   b. "When Lilacs Last in the Dooryard Bloomed" - Whitman's tribute to Lincoln and all the dead of the Civil War.
2. Nathaniel Hawthorne: a moral realist. He saw each human life as a separate isolated case of conscience which was faced with its own unique destiny as opposed to the Romantic view of man.

   a. Selected Hawthorne short stories

Composition: Theme VIII

Subject: 1. Pro and Anti-Slavery Arguments
2. The Moral Realists continued

XVII Week XVII

1. The Southern Defense of Chattel Slavery
2. Anti-Slavery Arguments

XVII Week XVII

1. "Young Goodman Brown" - the young man's journey into the forest is emblematic of a spiritual journey into his own mind and heart.
2. Herman Melville: a moral realist who like Hawthorne took an interest in the darker side of human nature and destiny. He saw the moral world man makes for himself driven by contradictions that could never be satisfactorily reconciled.
   a. Billy Budd - The story of the blameless Billy and the evil Claggart combines some of the

themes developed previously in the course: individual freedom vs. authority; the Calvinistic doctrine of innate depravity contrasted with the transcendental philosophy that man is capable of good.

Composition: Theme IX

Subject: 1. The Civil War
2. The Moral Realists Continued

XVIII Week XVIII

1. The Union divides
2. Causes of the Civil War
3. Bragdon pp. 324-330 - the gathering storm
4. Bailey-- Renewing the sectional struggle

Lecture: Civil War Music

XVIII Week XVIII

1. Billy Budd

Subject: 1. The Civil War
2. Lincoln

XIX Week XIX

1. Negro in America - Problem 4
2. Bragdon - The Civil War
3. Bailey - The Civil War

XIX Week XIX

1. "Herman Melville" - suggests the genesis of Billy Budd - the irreconcilable contradictions in life. Given evil, if we are to preserve society, we must have Billy with his goodness and struggles, and the father figure whose duty it is to preserve order and rationality.
2. Gettysburg Address - the theme of the life of a democratic republic is interwoven metaphorically with the cycle of human life.
3. Second Inaugural Address - reveals Lincoln's effort to minimize the differences and accentuate the similarities between the North and South.
4. Sandburg Sampler - selections about Lincoln

Film: True Story of the Civil War

Second Semester - UNIT I: The Dream Deferred

Subject: The Negro and the American Dream

I Week I

1. Bailey - The ordeal of reconstruction - the southern struggle for white supremacy
2. Bragdon - Binding up the nation's wounds - reconstruction

I Week I

1. The Adventures of Huckleberry Finn
Hemingway wrote "All American literature comes from one book by Mark Twain, Huckleberry Finn." Twain's use of the American vernacular was catalytic. The book deals with a cross section of society along the Mississippi before the Civil War. The theme is in part the dangers that confront innocence, the adventures that natural goodness encounters in adjusting to human cussedness. One of the developments running through the novel is Huck's growing respect and affection for his Negro companion, Jim.
2. Point of view: Adv. composition
3. Macmillan

Composition: Point of view - Theme I

Subject: Continuation of Week I

II Week II

Films: 1. Huck Finn - "Picture of a World."
2. Huck Finn - "The Art of Huck Finn."

II Week II

III Week III

Subject: Continuation of Week 1

Films: 1. Huck Finn - "The American Experience."
2. "Confronted"

III Week III

IV Week IV

Subject: Continuation of Week 1

IV Week IV

1. Composition: Theme II

APPENDIX A

AMERICAN STUDIES COURSE OUTLINE
1968-1969

AMERICAN STUDIES OUTLINE

UNIT I: THE DREAM ESTABLISHED 1607-1783

I. Week One: September 3 - 6

A. Subject:
1. Who came and why?
2. The Puritans
3. Introduction to expository composition
4. Library orientation
5. Introduction to historical terms

B. Readings:
1. Essay on Puritanism from "The American Mind in the Making" (Mimeo), and Frizzle, "The Puritan," 57-60
2. Case Studies of Three Seventeenth Century Families (Mimeo)
3. "Social Origins of Some Early Americans" - Campbell (Mimeo)
4. Bragdon, pp. 12 - 14, Frizzle, 48 - 54.
5. Bailey, pp. 3 - 21.
6. Definition of history and historical terms, (Mimeo) Frizzle, XIII - XVI
7. Map and Chart of the Colonies, Bragdon, 20 - 21

C. Composition:
1. Macmillan - "Levels of Usage" and introductory thesis paragraphs chapter 4.
2. Theme I

II. Week Two: September 9 - 13

A. Subject:
1. The Puritan Dream: "A City Upon a Hill"

B. Readings:
1. The Bay Psalm Book (Newcomer)
2. The New England Primer (Newcomer)
3. The Old Deluder Law, Frizzle, pp. 63 - 64
4. Jonathan Edwards' Conversion Experience from A Bit of Autobiography (Newcomer)
5. William Bradford, from Plimouth Plantation, "Mayflower Compact" (Mimeo), and "The Landing at Plimouth (Mimeo)
6. John Winthrop, "On Liberty" (Mimeo)
"A Model of Christian Charity" (Mimeo)
7. Bragdon, p. 22 "The Yankee Puritan"
8. Bailey, pp. 22 - 36.

III. Week Three: September 16 - 20

A. Subject:
1. The Puritans and the Roger Williams Case Study: Authority vs. Individual Freedom

B. Readings:
1. Poetry:
a. Anne Bradstreet (Newcomer)
b. Michael Wiggleworth (Newcomer)
c. Edward Taylor (Mimeo)

2. Roger Williams:
   a. "Roger Williams, Dissenter in the Holy Commonwealth" (Mimeo)
   b. "The Story of Roger Williams," Frizzle, pp. 65-68
   c. The Bloody Tenet of Persecution (Newcomer)
   d. "Letter to Town of Providence 1655" (Mimeo)
3. Bailey, pp. 27 - 28

C. Composition: Theme IIa - Opinion on Roger Williams Trial (half of the class)

IV. Week Four: September 23 - 27

A. Subject:
1. (continuation of the Puritans)
2. Virginia: A Study in Contrast; Nathaniel Bacon Case Study: Authority vs. Individual Freedom

B. Readings:
1. The Scarlet Letter
2. "Nathaniel Bacon's Rebellion: Virginia, 1676" (Mimeo)
3. Bacon's Rebellion, Frizzle, pp. 82 - 85
4. "Background on Virginia" (Mimeo)
5. Bailey, p.16; See index: Virginia, colonial
6. "Nat Bacon's Bones" - Macleish (Mimeo)

C. Composition: Theme IIb - Opinion on the Bacon Debate (half class only)

V. Week Five: September 30 - Oct. 4

A. Subject:
1. The Decline of Puritanism and the Contributions of the Puritans
2. What made Americans different from Englishmen? A problem in historiography

B. Readings:
1. "Trials at Salem" Benet (Mimeo)
2. Samuel Sewell's Diary (Newcomer) and Mimeo
3. Frizzle, "Samuel Sewall, Reviewing a Hypothesis," pp. 62 - 63.
4. Cotton Mather's Diary (Newcomer)
5. The Crucible
6. "The Puritan Strain" Schlatter (Mimeo)
7. "Interpretations of the Colonial Experience" (Mimeo)

C. Lecture: The American Character and the Colonial Heritage

D. Composition: Theme III

VI. Week Six: October 7 - 11

A. Subject: The Dream Redefined

B. Readings:

1. Essay on the Enlightenment from "The American Mind in the Making" (Mimeo)
2. Jonathan Edwards:
   a. "The Flying Spider" (New)
   b. "Sinners in the Hands of an Angry God" (New)
   c. A Bit of Autobiography (New)
3. Benjamin Franklin:
   a. from Autobiography (New)
   b. "The Way to Wealth" (New)
4. Hector Crevecouer:
   a. Letters from an American Farmer (New)
   b. Sketches of Eighteenth Century America (New)
5. Background of American Revolution
   a. Frizzle, 98 - 99, 113 - 121, 167 - 183.
6. Thomas Paine, "Common Sense" (Newcomer) and Frizzle, 124 - 125.
7. Thomas Jefferson, "Declaration of Independence" Bragdon & Frizzle, 108 - 112
8. "Daniel Leonard Deplores Rebellion" (Mimeo)
9. "Vengeance on the Tories" (Mimeo)
10. "The Hanging of a Loyalist" (Mimeo)
11. "Peter Hendricks, Patriot or Loyalist" (Mimeo)
12. Bragdon, pp. 32 - 69
13. Bailey, pp. 84 - 124
14. The Road to Independence
15. Military History of the Revolution, Frizzle, 128 - 166, 183 - 189
16. Time Line of the Revolutionary Period, Frizzle, p. 189

AMERICAN STUDIES - I

UNIT II: THE DREAM REDEFINED, 1783-1824

I. Week 7: October 14 - 18

A. Subject: 1. Origins and Interpretation of the Constitution

B. Readings: 1. Origins of the Constitution
2. Constitution and Notes, (Bragdon)
3. Bragdon, pp. 79-101, 103-147
4. Bailey, pp. 125-148
5. Frizzle, pp. 194-195, 197-198, 198-205, 218-222, 222-231

C. Composition: 1. Diagnostic Exam on Grammar
2. Theme IV: Argument

II. Week 8: October 21 - 25

A. Subject: Civil Liberties; A Delicate Balance, Order vs. Liberty

B. Readings: 1. Frizzle, pp. 232-233
2. Parker, Civil Liberties
a. Introduction, pp. 1-12
b. Protecting the Rights of the Accused, pp. 13-58
c. Freedom of Religion, pp. 131-155
d. Freedom of Expression, pp. 157-188
e. Price of Our Civil Liberties, pp. 189-206
3. Bill of Rights and Notes (Bragdon)
4. Supreme Court In American Life, Prob. 10, 11, 12 14, 15.

C. Lecture: Nationalistic Painting and Music

D. Composition: Macmillan: Effective Sentences

III. Week 9: October 28 - November 1

A. Subject: Civil Liberties (continued)

B. Composition: Macmillan continued
Theme V: Civil Liberties

C. Film: "The Ox-Bow Incident"

IV. Week 10: November 4 - 8

A. Subject: 1. Civil Liberties (continued)
2. Hamilton and Jefferson, Two Views of the Dream

B. Readings: 1. Supreme Court (continued)
2. Hamilton vs. Jefferson (mimeo)
3. Bragdon, pp. 157-194
4. Bailey, pp. 149-182
5. Frizzle, pp. 241-244

C. Composition: Macmillan continued

UNIT II: THE DREAM REDEFINED, 1783-1824

V. Week 11: November 11 - 15

A. Subject: 1. Hamilton vs. Jefferson (continued)
2. Marshall and the Supreme Court

B. Readings: 1. Supreme Court in American Life Prob. 1, 2, 3, 4
2. Bragdon, pp. 193-4, 229-231
3. Bailey, pp. 185-7, 232-4, 265-269
4. Frizzle, pp. 244-256, 256-268, 235-237, 348-351, 351-353, 359-360

C. Composition: Macmillan continued

AMERICAN STUDIES 1 - OUTLINE

UNIT III - EXPANSION OF THE DREAM, 1812-1850

I. Week Twelve - November 18 - 22

A. Subject:
1. The Turner Thesis and the Westward Movement
2. A New Spirit in Literature - Romanticism

B. Readings:
1. Washington Irving, a. "Author's Account of Himself" (New)
   b. "Rip Van Winkle" (New)
2. William Cullen Bryant, a. "Thanatopsis (New)
   b. "To a Waterfowl" (New)
3. James Fenimore Cooper from The Deerslayer (New)
4. The Turner Thesis (Mimeo) and Frizzle, 324 - 325.
5. Frizzle, Territorial Expansion of the U.S., 274 - 293, 354 - 358.
6. Bragdon, pp. 241 - 245
7. Bailey, pp. 280 - 299.
8. Map exercise: See Bragdon pp. 312 - 313 and the selection from the Dictionary of American History (Mimeo)
9. "Frontier Types on the Ohio Valley Frontier" (Mimeo)
10. Frizzle, "Observers of the Westward Movement," 293 - 297.
11. Frizzle, "Why Pioneers Went West, 314 - 318
12. Personal Narratives, 385 - 391.
13. Folklore of the Frontier, 397, 402, 435 - 437, Frizzle

II. Week Thirteen - November 25 - 27.

A. Subject:
1. The Early Stages of Industrialization
2. Transcendentalism

B. Readings:
1. The Hero and the People, pp. 71 - 78 (on Emerson)
2. Ralph Waldo Emerson, a. "The American Scholar" (Mimeo)
   b. "Self-Reliance" (New)
3. Michael Chevalier, "On Speculation" (Mimeo)
4. Alexis de Tocqueville, "What Causes Almost All Americans to Follow Industrial Callings" (Mimeo)
5. Labor in American Society, Problem 3
6. Bragdon, pp. 239 - 241
7. Bailey, pp. 300 - 318
8. Frizzle, 392 - 396, 402.

C. Lecture: Hudson River School of Art

D. Composition: Theme VI

III. Week Fourteen - December 2 - 6

A. Subject: 1. Jacksonian Democracy
2. Transcendentalism continued

B. Readings: 1. Henry David Thoreau, a. Walden (New)
b. "Civil Disobedience" (Mimeo)
2. Bancroft, "But True Political Science..." (Mimeo)
3. de Tocqueville, "The Unlimited Power of the Majority in the U.S." (Mimeo)
4. Arthur M. Schlesinger, "Tradisions of Democracy"
5. Bragdon, pp. 257 - 272
6. Bailey, pp. 243 - 279
7. The Hero and the People
8. Frizzle, 326 - 345, 360 - 366

C. Lecture: Genre Painting and Songs of the Common Man

IV. Week Fifteen - December 9 - 13

A. Subject: 1. Jacksonian Democracy
2. Transcendental Poetry

B. Readings: 1. Frizzle (Continued)
2. The Hero and the People
3. Walt Whitman, a. "Song of Myself" (New)
b. "Song of Myself", section 6 (Mimeo)
c. "I Hear America Singing" (New)
d. "Crossing Brooklyn Ferry" (New)
e. "Passage to India" (Mimeo)

C. Composition: Theme VII

AMERICAN STUDIES 1 - OUTLINE

UNIT IV - THE DILEMMA OF THE DREAM, 1850-1865

I. Week Sixteen - December 16 - 20

A. Subject: 1. Background of Slavery
2. Whitman continued and The Moral Realists

B. Readings: 1. Walt Whitman, a. "The Wound Dresser" (New)
b. "When Lilacs Last in the Dooryard Bloom'd" (New)
2. Nathaniel Hawthorne - Short Stories
3. Negro in America, Problems 1, 2, 3
4. Frizzle, Slave Charts and Slave Codes, 456 - 457, 473 - 474
5. Frizzle, "Early Views of Slavery," 453 - 456
6. "Nat Turner's Own Story" (Mimeo)
7. "Douglass Writes His Former Master" (Mimeo)
8. "Douglass Discusses Slavery" (Mimeo)

C. Composition: "Theme VIII

D. Lecture: The Origins of Chattel Slavery

II. Week Seventeen - January 2 - 3

A. Subject: 1. Pro and Anti-Slavery Arguments
2. The Moral Realists continued

B. Readings: 1. Hawthorne, "Young Goodman Brown" (Mimeo)
2. Herman Melville, Billy Budd
3. "The Southern Defense of Chattel Slavery" (Mimeo)
4. Frizzle, "Morality of Slavery," 474
5. "Anti-Slavery Arguments" (Mimeo)

C. Composition: Theme IX

III. Week Eighteen - January 6 - 10

A. Subject: 1. The Civil War
2. The Moral Realists continued

B. Readings: 1. Billy Budd
2. Frizzle, Background of the Civil War, 450 - 453, 458 - 472, 476 - 494.
3. The Union Divides
4. "Causes of the Civil War" (Mimeo)
5. Bragdon, p. 324 - 330
6. Bailey, p. 374 - 415

C. Lecture: Civil War Music

IV. Week Nineteen - January 13 - 17

A. Subject: 1. The Civil War (continued)
2. Lincoln

B. Readings: 1. "Herman Melville" - W. H. Auden (Mimeo)
2. "Gettysburg Address" (Newcomer)
3. "Second Inaugural Address" (Newcomer)
4. Catton, "Hayfoot, Strawfoot," (Mimeo)
5. Catton, "Prison Camps of the Civil War", (Mimeo)
6. Sandburg Sampler (Mimeo)
7. Negro in America, Prob. 4
8. Bragdon, pp. 334 - 355
9. Bailey, pp. 416 - 458
10. Frizzle, 494 - 499

C. Film: True Story of the Civil War

V. Week Twenty - January 20 - 24

A. Subject: 1: Civil War (continued)

AMERICAN STUDIES OUTLINE

SECOND SEMESTER - UNIT I: THE DREAM DEFERRED

I. Week One - January 27 - 31

A. Subject: The Negro and the American Dream

B. Readings:
1. The Adventures of Huckleberry Finn
2. The Negro in America
3. Point of view: Advanced Composition, pp. 389 - 392
4. Macmillan
5. Bailey, pp. 459 - 482 (see index for additional reading)
6. Bragdon, pp. 358 - 370, pp. 675 - 679
7. Frizzle, 499 - 510

C. Composition: A study of point of view

Theme I

II. Week Two - February 3 - 7

A. Subject: (continuation of Week One)

B. Films:
1. Huck Finn - What Does It Say?
2. Huck Finn - "The Art of Huck Finn"
3. Huck Finn - "The American Experience"

III. Week Three - February 10 - 14

A. Subject: (continuation of week one)

B. Lecture: America's Contribution to Music: Jazz

IV. Week Four - February 17 - 27

A. Subject: (continuation of week one)

B. Readings:
1. Frizzle, 728 - 741
2. Ballwin; "As Seen by a Contemporary Negro Writer" (Mimeo)
3. "The Ideology of White Supremacy" (Mimeo)
4. Carmichel, "What We Want" (Mimeo)
5. "Intimidation, Reprisal, and Fear" (Mimeo)
6. "Poor Folks Campaign Hits D.C." (Mimeo)
7. "Committee of 160 Tells it Lak 'Tis" (Mimeo)
8. Lester Pines "The Negro and University City" (Mimeo)
9. Handout on Wilbur Mills

AMERICAN STUDIES OUTLINE

UNIT TWO: INDUSTRIAL SOCIETY: FAILURE OR FULFILLMENT OF THE DREAM

I. Week Five - February 24 - 28

A. Subject: The Changing and Growing America is reflected in the growth of the cities, immigration, big business and agricultural discontent.

B. Readings:
1. Frizzle, 545 - 548
2. Bragdon, 380 - 382, 390 - 392
3. Bailey, 448 - 449, 535 - 536, 542 - 548
4. Charts on cities and immigration (Mimeo)
5. Rise of Silas Lapham or Babbitt

II. Week Six - March 3 - 7

A. Subject: Man Adapts to Industrialism by seeing it as a means to improve the Old Order.

B. Readings:
1. Rise of Silas Lapham or Babbitt
2. "Farewell My Lovely" - White (Adv. Comp.)
3. Business
   a. Frizzle, The Rise of Trusts, 583 - 589
   b. Frizzle, Essays on Corporations, Carnegie, and Rockefeller, 547 - 558.
   c. Frizzle, The Gilded Age, 559 - 562
   d. Frizzle, The Ideas of the Gilded Age Success and Society, 562 - 567
4. Labor
   Labor in American Society: Problems 6,7,8,10, 12 (I), 15 (II)
   a. "What Ails the Union?", Fortune Magazine (Mimeo)
   b. "The Myth of the Happy Worker," (Mimeo)
   c. "Challenge of Automation" (Mimeo)
   d. Frizzle, 575 - 576, 579 - 582
   e. Bragdon, 381 - 399
   f. Bailey, 519 - 536

C. Composition: Theme III Point of View on Babbitt or The Rise of Silas Lapham.

D. Lecture: "Architecture and the Industrial Age," Wright and Sullivan

AMERICAN STUDIES OUTLINE

UNIT TWO: INDUSTRIAL SOCIETY: FAILURE OR FULFILLMENT OF THE DREAM?

III. Week Seven - March 10 - 14

A. Subject: Man Resists Because He Is Hostile to a Growing Industrial Society.

B. Readings:
1. "The Gift Outright" - Frost (Mimeo)
2. "Neighbor Rosicky" - Cather (C.A.P.)
3. "Land" - Lewis (C.A.P.)
4. "Under the Lion's Paw" - Garland (Mimeo)
5. "Man With A Hoe" - Markham (Newcomer)
6. Grapes of Wrath - Steinbeck (Mimeo)
7. "Barn Burning" - Faulkner (Adv. Comp.)

(Each student will read some of the following:)
Bragdon: pp. 418 - 424, 444 - 450
Bailey: pp. 579 - 605

8. "Deal In Wheat" - Norris (Mimeo)
9. "Grasshopper Plague" - (Mimeo)
10. "Debt and Taxes" - (Mimeo)
11. Supreme Court In American Life (Munn U. Ill.) (Wabash Case)
12. "Populist Party Platform" - (Bragdon)
13. "Cross of Gold" - Bryan (Mimeo)
14. "What's The Matter With Kansas" - White (Mimeo)
15. "Triumph of McKinley" (Mimeo)

IV. Week Eight - March 17 - 21

A. Subject: (Continuation of Week Five)

B. Readings:
1. "Two Tramps in Mud-Time" - Frost (Mimeo)
2. "Laughing Corn" - Sandburg (Newcomer)
3. "A Man Said To The Universe" - Crane (Mimeo)
4. "To A Maiden" - Crane (Mimeo)
5. "The Open Boat" - Crane (Adv. Comp.)

(Each student will read some of the following:)

6. Immigration:
   a. Introduction (Mimeo)
   b. Chart (Mimeo)
   c. "Flight from Famine In Ireland" (Mimeo)
   d. Perils of Crossing (Mimeo)
   e. Immigrant Views His Adjustment + (Mimeo)
   f. Carl Jensen becomes an American (Mimeo)
   g. Frizzle, Personal Narratives, 601-604

h. John F. Kennedy, "Struggle for Americanization" - Frizzle, 605-606

7. Only Yesterday - Allen (Mimeo)
8. Sacco and Vanzetti Case:
   a. Only Yesterday - Allen (Mimeo)
   b. "Brickbats for Sacco and Vanzetti" - (Mimeo)
   c. "Vanzetti Condemns Judge Thayer" - (Mimeo)
   d. "Lippmann Pleads for Sacco and Vanzetti" - (Mimeo)
   e. Winterset - Anderson
9. The Ku Klux Klan:
   a. "The Klan's Fight for Americanism" (Mimeo)
   b. "The Long Hot Summer In Indiana" (Mimeo)
   c. "Letter Against The Klan" - White (Mimeo)
10. Immigration Restrictions:
   a. "The Unguarded Gate" - (Mimeo)
   b. "The Conflict Over Immigration Restriction"- (Mimeo)
   c. The Uprooted - Jandlin (Mimeo)

Bragdon: pp. 555 -
Bailey: pp. 766 - 770 - 773 - 797, 804 - 806

C. Film: "The Invisible Empire"

AMERICAN STUDIES OUTLINE

UNIT TWO: INDUSTRIAL SOCIETY: FAILURE OR FULFILLMENT OF THE DREAM?

V. Week Nine - March 24 - April 1st

A. Subject: Response of the Government to the Complex Problems of an Advanced Industrial Society.

B. Readings:
1. The Financier - Dreiser (Mimeo)
2. "Lift Up Thine Eyes" - Anderson (C.A.P.)
3. "The Unknown Citizen" - Auden (Mimeo)
4. "Clean Curtains" - Sandburg (Newcomer)
5. "The Second Tree From The Corner" (Mimeo)
6. "Frescoes For Mr. Rockefeller's City" - (Mimeo)
7. "The Quest for the National Character" - Potter (Mimeo)
8. The Progressive Movement
   a. "How The Other Half Lives" (Mimeo)
   b. "Plunkett of Tammany Hall" (Mimeo)
   c. "Jane Addams Establishes Hull House" (Mimeo)
   d. "The Progressive Impulse: The Urban Scene (Mimeo)
   e. "Revolt of the Cities" - (Mimeo)
   f. "Shame of the Cities" Steffens (Mimeo)
   g. The Progressive Movement - (Chapter 3)
   h. Frizzle, 576 - 579
9. The Crisis of the Old Order
   a. "The Happiest Man in the World" - Maltz (Mimeo)
   b. "Will There Be A Revolution?" (Mimeo)
   c. "From Farm To Shop To Relief" (Mimeo)
   d. "Nomads of the Depression" (Mimeo)
   e. "Crash" - (Mimeo)
   f. "Rugged Individualism" - Hoover (Bragdon)
   g. "Faces From The Past" (Mimeo)
   h. The New Deal - (Chapter 1)
   i. Frizzle, 670 - 681, 688 - 691
10. The Coming of the New Order:
   a. "Commonwealth Club Speech" - F.D.R. (Mimeo)
   b. "Henry A. Wallace Puts People Above Pigs" - (Mimeo)
   c. "Norris Plays Down Electrical Power" (Mimeo)
   d. "The New Deal" (Chapters 2 - 4)
   e. Frizzle, 681 - 685, 692 - 702
   f. Bragdon, 573 - 582, 585 - 610
   g. Bailey, 818 - 826, 831 - 856

C. Films: "Life in the 30's"

UNIT TWO: INDUSTRIAL SOCIETY: FAILURE
OR FULFILLMENT OF THE DREAM? (continued - Page 2)

VI. Week Ten - April 8 - 11

A. Subject: (Continuation of Week Nine)

B. Readings:
1. Daisy Miller - James
2. Bragdon: 656 - 659, 660 - 662, 664 - 675, 679 - 682
3. Bailey: 958 - 965, 966 - 968, 976 - 977, 980 - 989
4. Increased Abundance and Government Action:
   a. Statistics (Mimeo)
   b. "Stevenson Favors More Spending" - (Mimeo)
   c. "Senator Goldwater Calls A Halt" - (Mimeo)
   d. "Liberty is at Stake" - Eisenhower (Mimeo)
   e. Frizzle, 708 - 713, 715 - 724
5. The Generation Gap?
   a. Frizzle, 708, 714 - 715

C. Lecture: "The Changing Status of Women"

D. Film: "Edge of Abundance"

AMERICAN STUDIES OUTLINE

UNIT III: THE DREAM IN A REVOLUTIONARY WORLD

I. Week Eleven: April 14 - 18

A. Subject: 1. War I Hero: Idealism and Commitment-The Pre W.W.
2. Diplomacy in the Modern World: Case Studies 1898 - 1914

B. Readings: 1. "The American Boy" - T. Roosevelt (Mimeo)
2. "The Strenuous Life" - T. Roosevelt (Mimeo)
3. "A Message to Garcia" - Hubbard (Mimeo)
4. *Case Studies 1, 2, 3, 4
5. Frizzle, 610 - 625

*Instructions and readings for the Case Studies are to be found in the black notebook.

C. Composition: Theme V: The Hero

II. Week Twelve: April 21 - 25

A. Subject: (Continuation of Week Eleven)

B. Readings: 1. "Preparedness to the Soldier" - Wilson (Mimeo)
2. "Knoxville, Tennessee: Summer 1915" - Agee (Adv. Comp.)
3. Case Studies 5, 6
4. Frizzle, 629 - 648

C. Films: 1. "Innocent Years"
2. "The Great War"

III. Week Thirteen: April 28 - May 2

A. Subject: 1. The Post-World War I Hero: Disillusionment
2. Diplomacy in the Modern World: 1917 - 1941

B. Readings: 1. "Cambridge Ladies..." - Cummings (Mimeo)
2. "Patterns" - Lowell (New)
3. "In Another Country" - Hemingway (C.A.P.)
4. "Shield of Achilles" - Auden (Mimeo)
5. "Red, White, and Blue Thanksgiving" - Don Passos (C.A.P.)
6. Case Studies 7, 8, 9
7. Frizzle, 648 - 660

C. Films: 1. "Hemingwey"

IV. Week Fourteen: May 5 - 9

A. Subject: 1. (Continuation of Week Thirteen)
2. Diplomacy in the Modern World: 1941 - 1945

B. Readings: 1. "Soldiers Home" - Hemingway (Mimeo)
2. "The Season 'Tis, My Lovely Lambs" - Cummings (Mimeo)
3. "Leader of the People" - Steinbeck (Mimeo)
4. "Portrait" - Cummings (Mimeo)
5. "Glamour Essay on 20th Century Hero"
6. Case Studies 10, 11, 12
7. Frizzle, 660 - 665

C. Film: 1. "High Noon"

D. Composition: Theme VI: On "High Noon"

V. Week Fifteen: May 12 - 16

A. Subject: 1. (Continuation of Week Thirteen)
2. Cold War Diplomacy: 1945 - Present

B. Readings: 1. The Great Gatsby - Fitzgerald
2. Case Studies 13, 14, 15
3. Frizzle, 742 - 745, 755 - 756, 757 - 761, 761 - 762, 747 - 749

C. Film: 1. "The Golden Twenties"

D. Lecture: Modern Art

VI. Week Sixteen: May 19 - 23

A. Subject: 1. (Continuation and Transition to the Contemporary Hero)
2. (Continuation of Week Fifteen)

B. Readings: 1. "Hollow Men" - Eliot (Mimeo)
2. "The Greatest Man in the World" - Thurber (Mimeo)
3. "Lindbergh Essay" (Mimeo)
4. "The Secret Life of Walter Mitty" - Thurber (Mimeo)
5. Case Studies 16, 17, 18
6. "Time Essay on the 20th Century Hero" (Mimeo)

C. Film: "Not So Long Ago"

D. Dramatic Production on Violence

UNIT III: THE DREAM IN A REVOLUTIONARY WORLD (continued - page 3)

VII. Week Seventeen: May 26 - 29

A. Subject:
1. The Contemporary Hero: Involvement and Commitment
2. (Continuation)

B. Readings:
1. "September 1, 1939" - Auden (Mimeo)
2. "The Debt Shall Be Paid" - Steinbeck (C.A.P.)
3. "For Esme, With Love and Squalor" - Salinger (Mimeo)
4. "An Interview with William Faulkner" (C.A.P.)
5. "Nobel Prize Speech" - Faulkner (C.A.P.)
6. Case Study 19
7. Frizzle, 763 - 783
8. Sevareid, "The American Dream" (Mimeo)

C. Lecture: "Modern Music Lecture"